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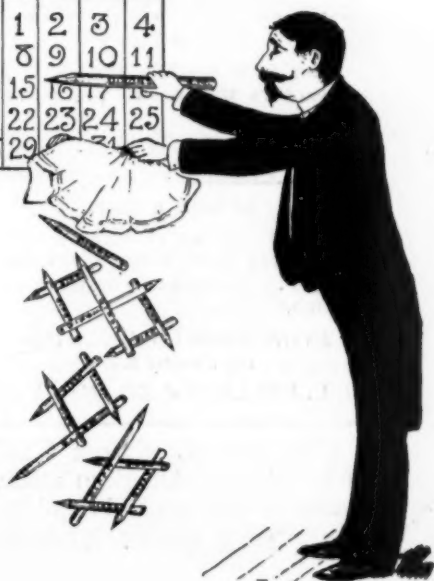
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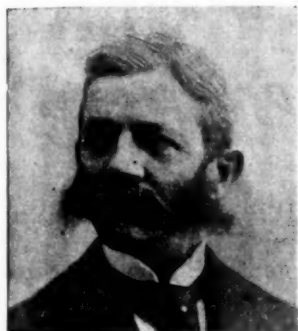
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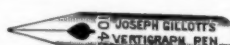
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LII.

For the Week Ending January 18.

No. 3

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The Home Product.

It is almost a century since the people instead of using the cloth made of wool, shorn from sheep on their own farms, began to buy that on which a higher kind of skill and a higher degree of art had been expended. The pulpit inveighed against the change; "store clothes" were denounced as evidencing an ungodly mind puffed up with vanity and a wicked desire for outward display. It is now believed to be a good thing to select English cloth whenever it is better than American; in fact the question is not asked of an article; Where is it made? but, Is it good?

Excepting teachers. The question is asked of them, Do you live in this town? Supt. Field when overseeing the Brooklyn schools had hot words with one of the principals because he had selected a teacher from Syracuse. "Don't you know we have hosts of young women in this city who want places?" The principal admitted the fact, but declared the Syracuse teacher was a person of remarkable ability, and they should consider themselves as lucky in getting her.

But this did not appease the superintendent. He reflected there was a certain politician whom he could have favored by giving his protegee that place. "Don't do such a thing again."

But why single out Brooklyn? Is not this plan pursued in Boston? Alas! how are the mighty fallen!

The Boston *Courier* says: "This class of teachers come to Boston with no other interest than to get a living by obtaining places in our public schools." Men and women ought not to draw salaries from the treasury of Boston and reside in outside towns and cities. The New Bedford *Standard* says "unquestionably it is true that the importation to the schools of Boston, of teachers who have had experience in other places has been altogether to the broadening and uplifting of the whole system. Home material is vastly improved if forced to stand on its own merits, and is not subjected to the coddling which is inseparable from the theory that only home talent must be employed."

That New Bedford man talks horse sense. It would not seem possible Boston could fall so low as to demand that a teacher be born in Boston and promise to live in Boston and spend his money in Boston. The very man who wrote the article in the *Courier* probably lives in one of Boston's beautiful suburbs.

And then how was it 200 years ago? King Philip

wanted more of the white men killed off because they came from outside of his territory; his efforts were defeated; but now it appears his doctrine is applauded by Councilman Miller! This is the "King Philip idea."

To the visitors belong the spoils; to the people in the town belong what money is paid out for schools. Boston will have yet to put up a wall and demand the *octroi*.

Educative Instruction.

By W. REIN.

(Translated for THE SCHOOL JOURNAL from part 13 of *Encyklopädisches Handbuch der Pädagogik* edited by Prof. W. Rein, of the University of Jena, the author of the following article.)

I. What is Meant by "Educative" Instruction.

HERBART'S DEFINITION.—Herbart was the first to fix the concept of educative instruction with sharpness and precision. "Instruction," he wrote,* "aims primarily to form the circle of thought; education to mold the character." Furthermore, he declared:** "I confess to have no conception of education without instruction, just as, conversely, I do not recognize any instruction that does not educate." And in another place he affirmed:† "One cannot have education in one's power except one knows how to bring into the youthful soul a circle of thought most closely connected in all its parts, which possesses the power to outweigh everything unfavorable in the environment and to absorb and unite with itself what is favorable in the same."

INSTRUCTION THAT DOES NOT EDUCATE.—Herbart has pointed out with particular emphasis that by far not every instruction is pedagogical. On the one hand is an instruction that is to fit for a certain trade, a profession, an office, etc. Here the learning is done for the sake of a livelihood and to enable the pupil to "shift for himself, sir." Thereby the teacher does not trouble himself about the question whether man is made better or worse by it, though it is not denied that an earnest and zealous preparation of this kind is capable of also morally elevating men. The primary object of such special‡ instruction, however, is to transmit only particular knowledge and activities. He is here the right master who, as Herbart says, *tuto, cito, jucundet*†† enables the pupil to acquire the desired dexterity.

EDUCATIVE INSTRUCTION.—An essential difference between the instruction just described and educative instruction is that the latter does not make knowledge appear as the *end*, but rather as *means* for the attain-

*Hartenstein's Werke XII., p. 241.

**Introduction to "General Pedagogics."

†"General Pedagogics," German edition of Bartholomai & Sallwark.

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ment of a higher aim, namely, to secure through the cultivation of the circle of thought an influence upon the pupil's willing. *Special*† instruction is concerned only about the thorough transmission of definite knowledge and activities; educative instruction seeks everything in the mental activity it arouses, which it is to multiply and ennoble in the service of a valuable general culture of the pupil. Educative instruction aims not merely at intellectual culture, but rather a culture of the whole man, thus above all at influencing the feelings and the will. Educative instruction, in short, is in the service of character-culture, while "special" instruction is in the service of training for a vocation leaving the further development of character to individual aspirations. The latter has only a special (partial) culture in view, while educative instruction strives for general (all-embracing) human culture in the center of which is the ideal of virtue.

(A detailed exposition of "educative instruction" in the sense here described, will be found in Ziller's *Grundlegung zur Lehre vom erziehenden Unterricht*, Sec. 2: *Doppelte Art des Unterrichts*.)

II. Aim of Educative Instruction.**

AIM OF EDUCATION.—Educative instruction, in contradistinction to special instruction, is to serve as an essential aid to the attainment of the aim of education. Hence the particular aim which it places before itself must needs be derived from the general aim of education. The latter is taken to be religious-moral character culture. How can the aim of instruction be brought to harmony with this highest purpose of all education?

WILL TO BE INFLUENCED.—If it is true that the worth of man consists not in knowing, but in willing, then all learning that is in the service of education must be related to the purpose of education in accordance with which the willing of the pupil is to be elevated, strengthened, and made excellent. All knowledge and all ability given through educative instruction shall at the same time serve the purpose of religious-moral character-culture.

BECOMES THE ALLY OF TRAINING.—Instruction is thus directed to the influencing of the will. It aims to so shape the pupil's circle of thought that the will thereby receives the tendency to morality. If it attains this it is in the service of education and unites itself with *training*† which aims to bring the investment of instruction to habituation and realization in life.

PSYCHICAL CONDITIONS.—In the fashioning of man's circle of thought is also given the possibility for the determining of the will. This truth becomes clear if we remind ourselves of the psychical fact that desires (*Strebungen*) cannot exist apart from ideas. Separated from ideas and thought, *i. e.*, isolated, the will is nothing. To be sure, we find within us ideas with which no feelings and no desires are connected, but never feelings and desires that have no connection with ideas, no matter how obscure they may be. All willing roots in the thought masses; it grows out of them. If it is true that the thought-life (*Vorstellungsleben*) of man determines his resolutions, then instruction does not labor in

vain if it deposits definite masses of ideas in the pupil because the willing can be influenced through the cultivation of the thought-circle. Thus the aim of instruction hangs together with the aim of education.

INTEREST MUST BE AROUSED.—Instruction is to so form the circle of thought that the right volitions issue from it. But how is this done? Not every knowing produces a volition. Willing, it is true, has its roots in the thought-circle, but grows out of it only under particular conditions. As long as knowledge remains a tranquil, in itself indifferent, store of perfectly clear ideas, so long does it fail to stimulate endeavor. If knowing it to become willing it dare not remain a dead treasure, but must unite itself with tones of feeling, so that with the acquisition of knowledge a certain delight arises. The possessor must grow warm in his knowing; then he will soon notice within himself also a striving that leaves him no rest and spurs him to manifold resolutions. That is true culture which does not weigh upon the soul like a heavy lump, but which is permeated by the ability to resolve. The right state into which instruction transports the pupil, hence, will be the one in which he self-actively works with delight, incited from within,—he cannot do otherwise. This state is called *interest*. If this is produced the pupil will like nothing more than to work. He does not need a spur from without; the impulse is within him.

INTEREST IS THE LIFE PRINCIPLE OF INSTRUCTION.—The aim of instruction, accordingly, is to produce interest. If it has done this, it has with this also gained influence upon the will of the pupil. Educative instruction thus demands: *Instruct in order to interest*, and *interest in order to form the will*. While the ordinary instruction says: *Instruct interestingly in order that the pupil may learn something*; which is wrong. The emphasis does not rest upon the learning; for knowledge passes away; but it rests upon the interest which as a continually growing feeling of power and delight incites man to the pursuit of further aims. The concept of interest is the true life principle of educative instruction, and the idea of an instruction cultivating the will through interest cannot be surpassed.

OBJECTIVE AND SUBJECTIVE INTERESTS.—It is perhaps necessary to define the concept of interest more precisely. Not every interest can be accepted as aim of educative instruction. In the concept of moral character the interests are included which the educator is bound to nurture.

The human mind places itself opposite to the objects about which it is occupied and regards them as something foreign to itself—or it grasps them like itself as part of its world and then has intercourse with them.

Hence they are either objects of cognition, they are apprehended either in their manifoldness, *empirical interest*; or the object is to understand their mutual dependence, to contemplate them reflectively, *speculative interest*; or they are to be judges according to the standards of the beautiful and the good, *esthetical interest*.

If they are objects of intercourse they are considered as endowed with souls. To these we give ourselves as to individual beings partaking of their weal and woe, *sympathetic interest*; or in such a manner that we turn our interest to the social whole, attentively and with inner participation pursuing its destinies, *social interest*. The feeling of dependence, however, in view of fate and

**References:—Grossler's *Das vielseitige Interesse*, Eisleben, 1883—Walsermann's *Das Interesse*, Hannover, 1884—Vieth's *Das vielseitige Interesse als Unterrichtsziel hingestellt werden*, Rogasen, 1886.

†Rein follows Herbart in dividing the work of education into *government*, *training*, and *instructions*—Tr.

the incomprehensible, the longing for an adjustment between the real and the ideal, arouses the *religious interest*.

Interest, hence, is many-sided, as is shown in the accompanying synopsis:

MANY-SIDED INTEREST.				
I. As Objective Cognition.		II. As Subjective Participation.		
1. Theoretical Cognition.	2. Practical Valuation.	1. In Men.	2. In God.	
a. Of Nature.	b. Of Concepts.	a. In Individuals.		
1. Empirical Int.	2. Speculative Int.	b. " Humanity.		
	3. Esthetic Int.	4. Sympathetic Int.		
		5. Social Int.	5. Religious Int.	

HERBERT'S STATEMENT OF THE AIM.—Thus the aim of educative instruction may be designated with Herbert as follows: The *final purpose* of instruction is contained in the concept of *virtue*. The *nearer aim* which instruction must adopt in order to achieve the final purpose may be indicated by the term, *many-sidedness of interest*.

CORRELATION OF INTERESTS.—Among the various interests the moral-religious would assert superiority. For instruction is to take precautions that the will of the pupil be given a moral tendency the pupil is to learn to distinguish goods according to their true value; he is to comprehend that the sensual pleasures and possessions, though the most desired, are the less important; he is to learn to value the mental possessions as those having greatest worth and to recognize that lacking the most precious of all possessions—a good conscience—all others cannot give satisfaction.

PRINCIPLE OF EDUCATIVE INSTRUCTIONS.—Educative instruction, accordingly, endeavors—

1. To produce a deep and lasting interest.
2. To secure for the moral-religious interest the required strength.

(If it pursues this aim it is in the service of character-formation and is truly *educative*.)

[TO BE CONTINUED.]

Substance in Education.

By E. P. POWELL.

The points at which organic life branched off from animal functioning and became distinctively human are three; the frontal brain, the vocal organs, and the hands. It stands to reason that our educational efforts should be applied at these three points. To educate the brain alone is a blunder. The hands and voice also claim distinct and special attention. I would therefore begin the education of every child with the intent to train the vocal chords to the fine art of expression, and to train the hands to be intelligent servitors of a well educated brain.

Substantially I select in all cases the material nearest the child as the most appropriate for investigation—that is the soil on which he walks, the rocks, the sands, the water courses. This is the science of the earth, or geology. Immediately after I select the life on the soil, plants and animals,—or botany and zoology. Here we are at once taking for our school themes those objects that invariably most attract a child—trees, bushes, flowers; insects, animals, and man. Geology is the science of things near at hand; geography is the science of things for the most part remote—therefore I defer geography until later in the child's course of training. So far for the brain.

For the hands I select drawing, and on no account would allow it to be omitted with a single pupil. For the voice there are two methods of training, music and elocution. The highest art of the elocutionist is to place his voice at a given point, not too near nor too

remote. Therefore with the child I attempt no oratory beyond that of distinct enunciation conveyed accurately to a given distance. The intent of drawing with the younger pupils is not to develop fine art, but to aid in expression. The child should at once not only learn to think and to see and know, but learn accurately to tell what he knows. Drawing is a part of right language. But besides drawing the hands should at once have the use of tools. Fortunately it is beginning to be seen that botany must be taught as applied botany; and entomology as applied in horticulture. The child's right education involves therefore the use of tools. A school-house should invariably be planted in a garden and besides a library there should be a tool shop. A part of each day should be devoted to manual culture as a part is devoted to brain culture. This ideal of the school is suggested by Richter's kindergarten. The hands are to be employed from the outset. But on no account should there be a breach between the kindergarten and higher schools. Things should be studied everywhere. Hands should be taught as well as the brain. In England as well as Germany the school garden has made considerable progress; as well as hand culture.

No matter how far education be carried it will fail of natural symmetry if not applied proportionally to brain, hands, and voice. But as we move up into higher art and science an additional classification becomes necessary. There should be a substantially American education. It is a mistake to suppose that we are of necessity to follow European precedents. Washington insisted that the teaching of civics or the art of government should constitute the burden of at least higher education. Jefferson laid equal emphasis on history. Franklin considered morals the higher end. These are scraps of the experience we had to gather in our national growth. That civics should enter into the education of a free self-governing people is self-evident. Unhappily no branch of information has been more completely omitted from our common school curriculum than civics. The result is that our political leaders unwittingly move in circles of folly, and we as ignorantly follow after. Our institutions are so entirely historic—so thoroughly evolutions, developing through a long past, that it is impossible to comprehend them except in the light of history. As for morals the past twenty-five years have been a continuous agitation of the question how far ethical culture can be secured apart from religion.

But it is equally to be regretted that our school curriculum has always been biased toward a preparation for mercantile life. One result has been that our population, which in 1790 was over ninety per cent. agricultural, is now barely over sixty per cent. A recent writer suggests that "the teaching of practical gardening would be as valuable as setting pupils to memorize the heights of the principal Rocky mountain peaks." Certainly we shall very nearly all agree that American education should be practical and industrial. Culture alone should not be the end where there is no class set apart from the duties of labor; and where to make labor honorable and intelligent is a necessity. "American education should aim first to create good character and second to create intelligent citizenship. It should teach the science of self-government and should be historic in spirit. It should expound economic laws and conditions and it should be eminently industrial. It should aim to create producers above traders, and it should be based on and include home culture."

The substance of education should therefore in my judgment concern the development of the whole being, and should be distinctively American for Americans. It should begin with things nearest at hand, moving on to things more remote. It should have for its object health and thoroughness; or as the old Saxon is wholth and thoroughness. Its foundation is investigation; and at no stage should education escape the idea of independent research. It should be associated with work or industry so that at no period should it divide the educated from the non-educated—or professional life from labor. It should end in a capacity for doing,

as it should consist in doing. The substance of education is that material which constitutes our earth home and our relation to that material. A rightly educated child is that one who is aided in its evolution away from the lower life to the higher—from animal heredity to heredity acquired in God. Therefore a right education increases moral purpose as well as intellectual insight.
Clinton, N. Y.

Pictures in the School-Room.

The nineteenth of December, 1895, was a great day at the Faulkner school in Malden, Mass., for it was the day on which 198 pictures and two busts were presented. There were appropriate exercises directed by Eugene A. Perry, the master, who had labored unceasingly to bring about this addition to the attractiveness of the Faulkner school. From a long report in the papers a brief synopsis of the exercise is given. THE JOURNAL is glad the movement for placing works of art (not simply pictures) in the school-room is going rapidly forward. The picture must help forward the idea of life.

Chairman Dowse said: "This occasion demonstrates that the people of Malden have a deep, abiding, and sincere interest in our public schools. I think of the old school-house of my boyhood days, and contrast it with this beautiful building. The master's desk,

"Deep scarred by raps official;
The warping floors, the battered seats,
The jack-knife's carved initial."

The works of art "charcoal frescoes on wall," the total lack of globes, charts, maps, and reference books. To-day, for many children, the school takes the place of the home. It is therefore important that we make our school-rooms homelike—important that we adorn the walls with pictures—beautiful in themselves and leading to a broader and better comprehension of the studies taught! Through art there comes a quickened insight into the higher signification of nature and life, love of order and beauty, and, above all, creative imagination—imagination based on knowledge and understanding of what is, but constantly mounting above what is, to bring into visible existence that which man's soul makes for itself out of the world and life. The training of children in the school to the appreciation and the creation of spiritual expression is the highest point to attain. The art spirit will—unconsciously it may be—inspire to nobler deeds; truer manhood and womanhood. We do well in this wealth-seeking and wealth-getting age—this age when the influences are more material than spiritual—this age when parents do not ask, How much can my child learn at school? but rather, How quickly can he complete the course of study?—we do well, to turn from the commonplace and consider that great spiritual principle—"the inflexible devotion to the ideal." The influence of a picture is beyond human calculation. It is like the kind word fitly spoken—it can never die. Upon the wall in the little chamber of my boyhood was a picture, cut from a religious monthly, the picture of missionaries who were laboring for God and humanity in heathen lands. "Good men, God-fearing men," said my sainted mother. The ever-continuing influence of that picture compels me not to think or speak ill of missionaries. In the palace of Versailles is the picture of a wounded soldier. Look at it from any point of view in the semicircle you describe, from right to left, and the sad, sorrowful eyes of that soldier look directly into your own. We may forget the grandeur of the hall, but will never forget the soldier. As one of the committee I devoutly hope that the picture of our choice—representing the momentous hour in the young man's career when he leaves home and home influences to engage in the battle of life—may exert as powerful an influence as that well remembered picture of "Washington's Last Interview With His Mother," upon many of us.

Mr. William Ordway Partridge, of Milton, the well-known sculptor, then delivered a very interesting and eloquent address on "Art for the American People."

He said there is but one art and that is for the people. He did not claim that art made people better fed or housed, but it elevates and clothes the immortal spirit of the man. You cannot invent art; it must grow from noble living. There has never been a great nation but has had some great artist rise to perfect it. The only way to bring about a national art is to begin right here in our public schools.

Mr. Samuel Tilden recited a portion of an ancient play, vividly depicting the fall of Troy and the death of old King Priam. Hon. Harvey L. Boutwell expressed his pleasure in being privileged to say a few words. As he believed that the artistic picture was an important element in the child's education, he should not help feeling a sense of pride every time he passed the Faulkner school-house after this. The pictures had not been contributed simply for adornment, but for instruction as well.

Beautifying the School-Room.

OPINIONS.

They make their silent and constant appeal, refining and elevating, the thoughts and feelings of all who come into their presence. Works of art help powerfully in creating an atmosphere that is favorable to growth in pure and noble character. SUPT. S. T. DUTTON.

Brookline.

I believe in the beautifying of school-rooms, and in the educative influence of works of art that may be placed therein. The casual glance at a beautiful object is not enough; it is the constant presence that is needed; that presence that grows imperceptibly but surely into the soul of the observer.

Boston.

SECY FRANK A. HILL.

The introduction of works of art into the school-room will familiarize the pupils with the best in art, will gradually form their taste for the best, will inspire them to make their own expression of thought the best possible; will lead to a broader culture, to deeper thinking, to more complete living, if in that same room is a teacher who knows when to let the works speak for themselves, and when to interpret them truly to the children. STATE AGENT HENRY T. BAILEY.

North Scituate, Mass.

To gaze upon a good picture is to open the soul to a silent influence that will aid to ripen thought into noble action. SUPT. C. A. DANIELS.

Malden.

The influence of good representative art upon our school-house walls will exert much the same effect in national art education that representative books do in our literature. ROSE TURNER.

Salem.

The public school is the place to which we should turn chief attention in our effort to promote a more beautiful public life in America. The school-house and the school grounds should be beautiful, and the child should be surrounded by beauty in the school-room from first to last. Trained in the habit of seeing beauty and knowing it, he will come instinctively to hate ugliness in the home and in the street, as he goes out into life. EDITOR EDWIN D. MEAD.

Boston.

I think the introduction of well selected works of art, into our public schools, cannot fail to help the pupils to acquire a refined and correct taste. Every place of public meeting for old or young, should have object lessons of this kind. HORACE R. BURDICK.

Malden.

The silent influence of works of art in the school-room, and the atmosphere which art creates, must have its due effect upon the impressionable mind of youth, awakening and developing a feeling for refinement, and a love for the beautiful. WALTER GILMAN PAGE.

Boston.

We cannot look, however imperfectly, upon a great man without gaining something by him.—*Carlyle.*

Growth of Greek Art.

By LOUISA PARSONS-HOPKINS.

CORRELATION OF GEOGRAPHY AND HISTORY WITH ART.

Maps, pictures, remains of art, and copies of masterpieces, with access to an art museum should be given to the class for constant illustration and study.

The peninsular form of Greece, its balmy climate, its proximity to Asia and Africa, and to the Mediterranean, as well as its topography and internal accessibility by water, have determined its history and the character and genius of its people. In prehistoric times the natural religion was the worship of nature, the growing tree representing deity. After a while as the tree which they had considered sacred decayed, its trunk remaining stood as the symbol of God in the holy place, then a slab from the trunk became its representative, or a column of stone cut to resemble the tree trunk was a more permanent memorial. When, as time went on, the Phœnicians, from the Mediterranean coast of Asia, being naturally a maritime and commercial nation, visited Thrace, they carried thither the images which they brought from Egypt for purposes of trade, the Greeks



MRS. LOUISA PARSONS-HOPKINS.

(This article is the last one written by Mrs. Hopkins before her death, which occurred May 26, 1895 at Newburyport, Mass. THE JOURNAL of November 2, 1895 published a biographical sketch. The number is out of print, and by request of many we re-publish the portrait.)

copied the idea of giving some human features to their representatives of deity, and carved upon their columns or slabs the semblance of a human face, with indications of limbs, rigid and undeveloped, and with hints of drapery falling in stiff folds, sometimes suggested only by color. This stage of Greek art began 2,000 B. C., in the north of Greece; it was influenced by the art of Egypt, Assyria, and Persia, as communicated by Phœnicia, which carried the products of civilization from country to country and exchanged for all. Greece embraced the islands and shores of the Ægean sea.

About 650 B. C. the Greeks, under their geographical influences, began to think of copying nature in their religious art, and Dædalus made carved images with more individual expression than had been known before, with arms free, eyes open, and action in the limbs. So the Greeks went on developing a higher art by getting

nearer to nature and improving in technical skill. The Lions of Mycenæ was of the time of Homer.

The Peloponnesus, Argos, and Sicyon were the principal seats of artistic activity. The statue of Apollo at Tenea near Corinth is one of the earliest departures from the Egyptian type. The Greeks had discriminated between male and female figures, and had begun to train themselves for more adequate representations of sacred ideals.

Phidias was born at Athens 500 B. C. In the reign of Pericles he made a group of which Miltiades was the central figure, and which was placed at Delphi as a thank offering for the victory at Marathon; also a statue of Athene at Plataea, and above all the colossal bronze image of Athene which stood on the Acropolis, and was visible far out at sea; it was in memory of the victory at Marathon. The Parthenon was decorated by Phidias and the statue of the Goddess Minerva, made of gold and ivory, was placed inside; a statue of Nike stood on her outstretched hand. This statue of Minerva was completed 437 B. C. After Phidias had completed the works on the Acropolis he returned to his native city, and later made the colossal gold and ivory statue of Jupiter Olympus, also several famous statues of Aphrodite. In Phidias the art-genius of the world had its flower.

Thus in but little more than two centuries the Greeks had developed from the crude sculptures of Egyptian idols the masterpieces of Phidias, which have become ideals for all time. What influences of motive and environment had wrought this wonderful progress?

It is plain at once that the most profound emotions of the human heart had been their constant inspiration. Love of country and love of God were the springs of all their artistic activity. The effort to represent the highest ideals of Deity, and to present worthy thank-offerings for His gifts, as well as to commemorate heroic deeds done for honor, home, and country, led to the closest observation of nature and to the evolution of originative power and artistic skill which culminated in such perfection in architecture and sculpture as the world has since been trying to approximate.

After the second Trojan war the Europeans were in possession of all the intervening islands and the Asiatic coast with its colonies. The Ionians flourished and built splendid cities; they founded Grecian literature, boasting such names as Homer, Hesiod, Sappho, and Herodotus; they established a classic order of architecture, the tree trunk developing into the fluted column with scroll-capital.

The natural conflict which has been carried on for thirty centuries and still exists between two great races confronting each other on the narrow seas and separated by a mountain range, came to its first outbreak in the time of Darius. The Greeks had limited ideas of constitutional government, the municipal republics of Athens and Sparta, Corinth and Thebes being each supreme for a time, and the various states independent to a great extent of each other; the Amphictyonic Council was the first attempt at a general authority. This want of central power prevented an extension of their dominion for a period, and led Persia to interfere with their success in conquest by embroiling the different states with each other, nevertheless, when their love of country was thoroughly aroused, their free spirit, self-reliance and courage, nurtured by geographical conditions and by their liberal culture and the appeals of great leading spirits among them, in fine, the influences of religion, literature, patriotism, and freedom made them strong to cope with great numbers and to rise to the demand of a great exigency. The defense of the pass at Thermopylae, the battle of Marathon and the naval victory of Plataea were all made subjects of religious and artistic commemoration in the architectural monuments of the people.

Letters.

"What Are They Reading?"

Your editorial of December 14 on "What are they Reading?" meets my hearty approval. I agree with your six conclusions.

To know how to read is important, to know what to read and what not to read is equally so. We are teaching the youth of this country to read. We are not doing our duty as teachers and parents in cultivating a taste for the proper kind of reading and removing from them that which is injurious. So many teachers fail to inquire into and direct the reading of their pupils. So few parents know what their children read or furnish them with suitable books to read. A man is morally bound to furnish good reading for his children in proportion to his means. A man has no more right to let his children devour every poisonous book than he has to let them eat unwholesome food. A little investigation will surprise many.

To bring this question of the reading of the young before the people of my town I made a little investigation some time ago among the pupils of the grammar and high school grades. I had them all write me a letter telling me something of the books they had read in the past four months and how they liked them. The pupils wrote freely and candidly. On looking over the letters I found that fifteen pupils had never read a book, some had read nothing but newspapers, many had read books of the very best class, while some had read nothing but the vilest five-cent novels. A large majority had read one or more of the following: Robinson Crusoe, Swiss Family Robinson, Miss Alcott's books, a few of "Pansy's" books, Little Lord Fauntleroy, Black Beauty, Sarah Crewe, Young Marooners, some of Dickens' and Hans Andersen's stories. A few of the older ones had read some of Scott's novels, a few books of travel, and a few biographies and historical works. One young lady had read fifteen of the Duchess novels! Here is the list of a boy of twelve: History of United States, Stories of Our Country, Grandfather's Stories, Stories of Heroic Deeds, Stories of Other Lands, Tom Sawyer, and Two Little Confederates. Compare that with this list of a boy of the same age: "I have read a part of Robinson Crusoe, The Life of Rube Burrows, Peck's Bad Boy, Plucky Boys, Deadwood Dick, Dashaway Charlie, and Jesse James' Death Shot."

In answer to the question, "Did you make any friends in the books?" several said that they had made friends of Peck's Bad Boy because he was so smart and funny; while a few declared a friendship for Rube Burrows because he was so brave. No wonder these boys gave trouble at home and at school when they make heroes of such characters.

I found *Once a Week*, *New York Weekly*, *Fireside Companion*, Log Cabin Series, Beadle's Dime and Pocket Series, Old Cap' Collier, and other series of detective stories, familiar names to many boys. On inquiry, the newsdealers told me that forty or more of these weeklies were sold every week.

I published in our town paper full reports of my investigation.

What I found true in Marietta, I believe is generally true where special efforts have not been put forth to create a taste for reading. A large number of the children in our schools are not reading at all, or are reading that which is far worse than nothing.

We all are hero-worshippers and we instinctively and unconsciously shape our lives after our heroes and heroines. What a calamity it is for many of our boys to be making heroes of pick-pockets, train-robbers, and murderers. The result cannot but be pernicious. Taught to feel an admiration for crime and its hero, they are stirred to follow in his footsteps.

The danger I see in the reading of many who do not read the detective stories is this same lack of the truly heroic. Silly Sunday-school books and love stories are

read by the dozen, leaving no result but a morbid sentimentality. Such reading is as wholesome to the mind as syllabub to the body.

What our boys and girls need is to be brought in contact with the true heroes and heroines of the world, whether it be in the form of novel, story, biography, or history. A race that has produced as many great men and women as ours, a race that has produced a history so rich in heroic deeds should see to it that its youth honor and emulate the good and reject the spurious.

As Hon. W. T. Harris well says: "Literature contains the keys that unlock the aspirations of youth; nothing else has this quickening power. Homer's Iliad could make Alexander the Great subvert the old despotisms of Asia and establish in their place Greek art and science and free individuality."

The teacher holds the key to the situation and can do much to cultivate this love of literature in the pupils if she has the true literary spirit within her. A town library does not meet the demand. The books must be in reach of the pupils and teachers, so that the teachers may suggest, encourage, and interest pupils in a book.

To meet the case here I placed in each year's course of study a list of five or six books adapted to the grade and had the teacher talk about these, at times telling part of the story or some incident mentioned. Many of the parents now purchase each year the books prescribed. The different grades buy a complete set early in the year, and the books go from one pupil to the other, are read and afterwards discussed in the grade. They form the basis of many compositions. The detective stories are not on the news-stands to-day, as there is no demand for them.

I am confident that it would be of great value to the young if every superintendent, in arranging his course of study, would make a list of four or five books for each grade for home reading. It would call the teacher's attention to the subject, as well as the pupil and parent. In this way the town library can be brought closer to the pupils, and parents who wish to buy books for their children will know what to purchase. In the country schools the Young People's Reading Circle course for the state should be used. In the cities a more extended course should be provided.

Marietta, Ga.

J. S. STEWART.

A Plan that Worked Well.

I have followed the plan suggested by THE JOURNAL of calling on the pupils, with great profit. They now look up matters themselves. There are two societies, A and B. One comes forward on one Friday afternoon and the other on the next. Each strives to outdo the other. They keep the matter a secret and spring surprises on each other. Each elects a president, a secretary, and a musical director.

The societies originated themselves as the "sides" do in spelling. First a ballot was taken for "leader;" the two highest were leaders. Then lots were drawn to see who should lead the A society; two dice were shaken by each three times and the spots on the upper face were added—the one who had the highest was the A leader and had the first choice: the other was B leader and had the second choice. The whole school was thus divided into two camps.

All sorts of things come up on Friday—some are quite dramatic, some are conundrums, solos, duets, &c. Queer questions are put in the question box and drawn out. I never interfere except to advise (privately) beforehand or to help maintain order. They often invite visitors. At one time they struggled to see who could get in the most visitors. One of the boys in the B society plays the autoharp very nicely. This aroused the other side and they invited in a lady in the town to sing.

I send a little topic exercise in reply to the question, Why are tumblers so called? It was condensed from an article in a newspaper:

A good many years ago rich people used for drinking at the table a cup about the size of an orange, made of silver. They were so heavy at the bottom that when placed on the side they would turn right side up at once;

even if placed mouth down it would tip over and become right side up. Dolls are made for children on this principle. When glass became common cups were made with a flat base and called tumblers, but they don't tumble as the silver ones did.

At the end of the year the two societies unite in what is called the Union Exhibition; this is their own affair. They choose speakers, furnish music, get their hall, and have a fine affair.

B. L. F.

Olneys.

Some Definitions, etc.

Education.—The realization of the possibilities of implanted powers, the fulfilment of the prophecies of prenatal influences, the outworking of an invisible entity through a many-sided physical body.

Teaching.—Helping in the realization, aiding the fulfilment of design, awakening the invisible entity to outward expression.

Progress of Education.—Monasticism attempted to prepare its disciples to die; scholasticism prepared its disciples to live in the past; the new education prepares its disciples to live in the present. The first fostered superstition—lived by it; the second read about it and offered no proof against it; the third completely overturns it, and puts in its place knowledge of nature.

Normal Inst., Iuka, Miss.

G. T. HOWERTON.

Normal Training in Music.

When a young woman at the present day applies for a position to teach in one of our public schools, the question of normal training is immediately raised. And it is right that this should be so, for it has come to be a well recognized fact that this sort of training produces the best teachers. But how is it with music? Here the case seems to be far different. Any one can give instruction in music, is the popular opinion, especially to beginners. And so the little people are turned over to incompetent instructors, and then their parents wonder why they do not progress more rapidly. The answer is self-evident. In nine cases out of ten these would-be teachers do not understand even the first principles of teaching, and yet it is only within a comparatively recent time that the idea of normal training for teachers of music has received any consideration.

In the New England Conservatory of Music a great many talented children are received and given free instruction in piano, voice, or violin. This teaching is done by advanced pupils of the conservatory under the supervision of members of the faculty, and the benefit thus resulting to the future teacher and her prospective pupils can hardly be overestimated. This is the normal training idea applied definitely to music teaching, and the graduate thus equipped is much more certain of success than one without the training, since she is much better qualified to deal with pupils of any grade.

FRANK W. HALLE.

N. E. Conservatory, Boston, Mass.

Men or Women.

Boys at least should have the advantage of male teachers after they reach the sixth or seventh grade. They need the finishing touches put on their education by a firm masculine mind and nature, and they will make manlier men for such contact. The trouble now is that they are molded in a feminine mold through the entire school life, except, perhaps, for a few months in the high school course, if they ever get that high, but most of them do not. They need training in firmness and in business methods. Not getting this, they come out of school totally unfit for a business career, even as regards the simplest business usages. They are effeminate boys. In important years they have been under the "refining influence" of women, as it is so often referred to. I do not wish to decry that, but I do say that the influence of an able, broadminded, and conscientious man is just as refining when other things are taught. The woman teachers go through grammar and high school, take a course in normal school, then go back into the lower grades as teachers. The same old course is gone over and over again with no new ideas. This the boys do not like. They are dissatisfied with women teachers when they could be held in school by men teachers. Why, it is common to hear a man boast that he had such and such a man or professor for teacher when he was a boy and he glories in telling of how much he learned under him; but they don't say so about women; they may be wrong, but that is the way. Men usually have more experience in business affairs than women, and this is what the boys want as they become older. They have to make a living in the world and don't want all the shilly-shally that is taught in the schools, but prefer to learn about business. They don't get it and that is what fills our business colleges.

M. L. P.

Cannot Kick Without Papers.

The last thing on the program at the Iowa meeting and the manner in which it was conducted was almost a disgrace to the association. The subject was, "Half-Hour Among the Kickers (at Liberty to Kick at Anything Under the Sun)." However, even the kickers were unable to kick without long, uninteresting papers. But the time the last one got through over half of the members had left. The closing of the last day's session was like the light of a candle gradually dying out.

Des Moines, Iowa.

SPECTATOR.

Queries.

How should a person be treated for electric shock. The death of a man while repairing a wire caused much discussion, and it was said that if he had been properly treated he might have lived. Also that he did not die for two hours, etc.

Toledo.

A very eminent French authority Dr. D'Arsonval says that all except those whose tissues are destroyed (rupture of the heart, for example) may be resuscitated. (1) Break the contact, cut the current if you can. If not, be careful to touch him with a non-conductor—take hold of his coat tails, or throw a blanket or a rubber or woollen coat around him. Do not touch him on face or hands or any naked part of his body or you will get the shock. If his feet are on the ground raise them with a stick at once, for dry wood is a non-conductor.

(2) Then proceed as if he had been drowned; lay him on his back and put something (as a coat rolled up) under his shoulders, seize both arms and draw them energetically over the head, bringing them nearly together and holding them in that position for a couple of seconds. These movements having expanded the chest and pressed air into the lungs, carry the arms down to the sides and front of the chest, doubling them up at the elbows, in order to expel the air from the lungs. Continue in this for at least an hour, unless respiration sets in before. A second person should at the same time seize the tongue of the victim—it is well to protect one's finger with a piece of cloth or a glove for this process—and draw it out while the arms are extended over the head, allowing it to recede when the arms are pressed against the sides of the breast. Both these maneuvers should be carried on with as little interruption as possible. Twenty times per minute is not too much. If the victim shows a tendency to clench his teeth, keep them apart by placing a piece of wood or anything handy between them. Others may rub the body with brushes, brooms, and cloth, in order to promote the circulation of the blood. Do not administer stimulants. When possible procure a tank of oxygen gas, and after improvising a cone, place the tube over the mouth and nose while the gas is issuing. It is a powerful stimulant to the heart's action under certain conditions, and will aid respiration.

With whom did ordeals originate?

E. T.

New Haven.

We do not hear of ordeals until the fall of the Roman empire 476. The barbarian nations, and by this term the Teutonic people are meant in general, administered justice as they had seen it done when they lived beyond the Danube. To prove guilt they tested the person on the supposition that the Creator would not allow the guilty one to escape. This will bring to mind the remarks of the people on the island of Melita when a serpent fastened itself to the hand of Paul—though escaped from the sea vengeance suffereth not to live.

Then came that ordeal by fire, water, and battle. The accused was led blindfolded over hot plowshares or over brands of fire or between fires; or cast into water, or made to thrust his arm into boiling water; or a battle took place, a champion being permitted to take the place of one or both parties.

Though these were practiced a thousand years ago, yet there are terms still used that are derived from the custom; one is "to haul over the coals." Charlemagne had great faith in hot plowshares. Even Savonarola was willing a monk should walk through flames to settle a dispute, and this was in the fifteenth century. Water, it was believed, would reject a guilty person. "To be in hot water" is an expression that is derived from the custom of employing the test of boiling water. We use the term now of "appealing to the God of battles" in just about the same form of thought as the old Teutons did. Champions were allowed to the women and ecclesiastics in the ordeals by fire and water—if they could be found. "To go through fire and water" for a person was considered the highest test of friendship.

"The Christmas number of THE SCHOOL JOURNAL is a beautiful one, and its contents are such that everyone at all interested in education will find it inspiring and instructive."—Plattsburg, N. Y., *Sentinel*.

Editorial Notes.

The low place teaching has held, has reacted sadly on the teacher. He dreams nights that when he has made money he will be a lawyer, doctor, minister—no more teaching for him! He has a poor opinion of educational journals along with other things; the struggle of educational journals for recognition has been a long and painful one. Ask Henry Barnard. Take any man, say President Eliot, and if he has anything to say he will put it anywhere but in an educational journal. He reasons that the teachers don't want his thinking, and he also reasons that in the other journals he is among another set of men than are in the educational journals, which have only principals and superintendents for writers. It ought to be said here to the honor of Dr. William T. Harris that he has never been ashamed to have his name seen in the educational journals; high honor to him for this. *Hoch soll er leben!* What is true of President Eliot is true of about every college president, and of normal principals and professors in general. They sometimes yield to solicitations, but they prefer to have their lucubrations appear elsewhere.

Is it well these truths should be known? Is it well that so many of those believed to be the higher have no better sympathy with those that are believed to be the lower? It is not enough that men like Pres. Eliot read a paper now and then at the meetings of the N. E. A. They owe duties to the district schools. How nobly Bishop Alonzo Potter discharged his duties; he aimed at the district school at the lowest point.

It is proper here to say that the name of Pres. Eliot is used, not that he is particularly guilty, but because he is a good type of a class of men who owe a debt to the struggling teachers of the common schools whom they can teach only through the educational journals.

The Brooklyn board of education think a teacher who is out of school five years should get a new certificate of fitness. The *Times* says, "Medical certificates are good for life." As to this point it were well if physicians were examined; a good many need it. But the cases are different; most of those who teach do not expect to stay long, being women; the physician goes in for life. The general opinion is that teachers go backward as they teach. The new movement is to manage the teacher, to make a perpetual study of education; the position of the educator has risen in public estimation since the teacher has been a student.

Mention was made in THE JOURNAL that the board of education wanted some male teachers; and it was said a good salary would be paid. Supt. Jasper has had numerous applications from every state of the Union, including Utah and possibly Alaska. Let no one migrate here with the idea a place is in waiting for him, and above all let no one throw up a salary, no matter how small, with the hope that the board of education will take mercy on him. They demand real able men for teachers here—men almost equal to President Cleveland or Secretary Olney.

Men as Teachers.

An article not without merits has been lying on the table for some days entitled "Men vs. Women as Teachers." We do not think this is a correct way of expressing the thought in the mind of the writer. With due deference to the writer, who is competent to speak from long experience, it seems to us that education is to be carried on by both men and women. There was a time when men did all the teaching; this period was succeeded by one when women were employed because they would work for small wages; it was a transitional period. The custom had been to have a school only during the winter months; but the little children could not attend this because of the inclement weather and because the little attention the master could bestow proved of no value, so the plan was attempted of gathering them for a few of the summer months under one of the older girls; in many cases 75 cents only was paid per week; these schools now pay \$7.50 per week, probably, to a woman teacher.

Woman demonstrated her fitness as a teacher in this trial period, and the world believes in women as teachers. But the world has not lost faith at all in men as teachers, because women are doing so much of the teaching that once was done by them. It will be a great mistake for the world not to avail itself of the services of men as teachers; to turn over to the females exclusively the teaching of the rising generation would be a blunder that ought not to be made by an intelligent people.

Of course, the question of wages is one that will be considered; women will do work that lies in their power cheaper than men; there are numerous reasons for this. Women cannot or will not go away from their homes in search of employment as men will; so it comes to pass that there are in New England many thousand women who are competent to teach, but who will teach only in the towns where they live. In the city of New York there are several hundred young women with certificates of fitness in their hands who will teach only in New York. This over-supply has the natural tendency of lowering the salaries of women teachers. The lower salaries and the over-supply cause women to be competitors for places with men and the latter have been obliged to seek other occupations.

In Brooklyn, for example, in each large school there is but one man employed as teacher—the principal—a very unfortunate state of affairs. For primary schools and for girls' departments women should be selected; possibly the lower classes of boys in grammar schools could be well managed by women; but men have capacities as teachers that cannot be ignored; the older classes in the boys' grammar schools should, at all events, be taught by men. The point is not that women are not as well qualified in subject matter, nor that they have not the natural ability and sympathy in which women are confessedly superior,—it is that men are looked up to by growing boys as they do not look up to women. The boy may be wrong in this, but so he is made. He knows that he is better understood by his own sex than by the other; and the girl knows that she is better understood by a woman than by a man.

The opinion of parents of boys is well worth taking into consideration relative to this matter. Some years ago the opinions of parents were solicited in several New England towns and they seemed to point in one direc-

tion : a decided preference of men for teachers of boys of twelve years and upwards. Among these was a letter from a mother who had been a teacher for several years in which this language was used : "I think a boy who feels young manhood starting in him naturally turns to men for companionship ; it is rare to see a boy by himself at this age, he always selects another boy. Besides it is a great help to a boy who is set to learn lessons to feel that a man is interested in these subjects ; he is apt to feel that women's work in the school is below a man's dignity. In other words it dignifies teaching to have a man perform it."

There is a tendency to a reaction against what might be termed the over-employment of women as teachers ; not that they have lacked in faith, fitness, and skill, but that men have been endowed by their Creator with especial power to teach their own sex. Not to avail themselves of these powers would be a mistake on the part of those who aim at the highest efforts regardless of the question of sex.

The experience of Hyde Park, Mass., is that children who learn the alphabet before they come to school make no better progress—in fact the child is really retarded in having his attention distracted from the recognition of words to notice the queer shapes of the words.

The "word-sentence method" is used. The pupil is first taught to recognize the word as a whole and become familiar with its form until he is able to recognize it where he may find it combined in a sentence. This is accomplished by placing the words before the child upon the blackboard. In the first five months the child requires a vocabulary of about 300 words. The last half of the year is devoted to reading, at sight and with good expression, the first half of seven or more primary readers. The child first learns the word as a whole and then considers the letters that compose it.

Vertical writing seems to be growing steadily in favor. In Philadelphia the board of education decided to continue the experiment of teaching it. In the Cambridge *Tribune* a librarian says it is used in the library school.

The Chicago school board had the Cook Co. normal school offered to them by the county board of education ; it costs \$35,000 a year to maintain it ; of this the city now pays \$9,000. It was decided to accept the offer.

Leading Events of the Week.

There seems to be a better feeling between England and Germany over the Transvaal matter. The danger of war appears to be over, unless the Transvaal republic asks terms that England cannot honorably accept. Still the activity in the British dock yards continues. It is now reported that the "British flying squadron" is not destined for Delagoa bay, but for Constantinople ; that France and England will act by sea and Russia by land to bring Turkey to terms in regard to Armenians and other Christians in that empire.

Last October an uprising occurred against the queen of Corea and she was reported killed. The Japanese were blamed for her death. Now it is reported that the queen is alive and that the body identified as hers was that of one of the women of her household ; that the queen escaped and hid herself. Strangest of all, it is said that the Russians have been using her reported death,

while knowing that she was alive, as a means of ousting the Japanese from Corea. Three men have been executed on account of complicity in her supposed murder and the Japanese minister is on trial for it. Notwithstanding this report that she is alive, Japan is observing a week of official mourning for her.

Gen. Gomez, the Cuban leader, crossed into Havana province from Pinos del Rio and a fierce engagement took place near Batabano. The result is uncertain. Later the rebels made raids near Havana and Matanzas and burned several towns. The Cuban army is now said to number 47,000 men, 30,000 of whom are well armed.

A reception tendered to Cardinal Satolli by the faculties of the Catholic university in Washington.—Two 10 inch disappearing guns to be placed at Willett's Point, Long Island sound.—Death of Sir Julian Goldsmid, one of the wealthiest, most liberal, and best known Hebrews in England.—The Venezuela commission fully organized ; the meetings will be held, for the present, in Washington.—Hard times exist in New South Wales, and there is consequently an epidemic of suicides.—A gang of murderers and robbers said to belong to the Italian Mafia society, captured in Luzerne county, Pa. They are said to be under orders from heads of the society in New York and Philadelphia.—The German chancellor assures the governments of Austria and Italy that the triple alliance is safe.—The Abyssinians make an unsuccessful attack on the town of Makalle, held by Italians.—The Greater New York bill is referred to a joint sub-committee of the two houses of the legislature.—Turkey has absolutely refused to permit the Red Cross society to distribute relief among the Armenians.—The work preliminary to the government bond issue progressing favorably.

In the death of Lyman B. Hannaford, one of the oldest in the teacher's profession has gone. Mr. Hannaford was born in 1819. He was a native of New Hampshire. Left an orphan at an early age, by persistent work he passed through the lower schools, and finally completed a college course. For twenty-five years he was engaged in public and private schools in Maine, New Hampshire, and Massachusetts. In 1863 he came to Brooklyn and took charge of public school No. 22, where he remained as principal up to the time of his death. Near the close of his life Mr. Hannaford entered the School of Pedagogy, of the New York university, and, doing all the prescribed work, graduated with the degree of Doctor of Pedagogy.

For nearly sixty years he was a teacher of children and youth, and to the last of his work he kept his interest in education. He was neither forward to seek the new nor slow to abandon the old, but with calm and discriminating judgment he sought the best. Once decided he never swerved from what he believed to be the line of duty, and was always ready to support and defend what his conscience commended. Back of his serious face there was a genial and kindly spirit that shone out among his friends and made him always welcome.

To Principal Hannaford the child was more than the school. To the interests of the child he was ever loyal. If he ever spoke sharp words, it was when his pupils needed some one to defend their rights.

There can be no greater glory than sixty years as a leader of children and youth and finally dying with the armor on.

A. G. M.

The New York University summer school will be carried on at University Heights on the same grounds which proved so attractive last summer. The session will extend from July 13 to August 21. There are twenty seven courses in all, including algebra, trigonometry, analytical, geometry, and calculus, chemistry, biology, experimental psychology, comparative systems of education, French, German, Semitics, economics, and physical training. The work in experimental psychology and comparative systems of education will be accepted as equivalent to the corresponding courses in the School of Pedagogy.

Politics in Chicago Schools.

The teachers of Chicago are up in arms because Mr. J. W. Akers, of Des Moines, Ia., was made principal by the board of education of a school without an examination; there is a principals' examination; this had been taken by over sixty. Supt. Lane says: "The board of education has, by the manner in which Mr. Akers was selected, established the dangerous precedent of making politics the basis upon which teachers and principals are to be selected. The door has been opened in the face of the fact that educators all over the country are battling to have politics removed from educational systems."

They also complain of the political influences and social pull which gives the "special" teacher \$2000 a year or more, while the grade teacher gets \$600 to \$900 with a remote chance of some day and some time receiving \$1000. They cite a present teacher in singing, who by influence was suddenly advanced from an \$800 position to "specialty" at \$1,600 a year, and who, when called on at a funeral to sing, could not sing a note.

THE LORD'S PRAYER DECLARED UNCONSTITUTIONAL.

In Minnesota, Attorney-General Childs has decided it is against the constitution to make the Lord's Prayer a part of the opening exercises in school if any patron objects. He says: "Wisconsin and Minnesota, so far as my examination extends, stand alone in respect to such a provision. In the first-named state the supreme court, after exhaustive argument, and in a carefully considered opinion, held that the reading of the Scriptures in a public school was in violation of the constitution, in that it compelled one to support a place of worship. No distinction can in principle be drawn between the opening of a school with prayer or the reading of the Scriptures, so far as the question pertains to the violation of the provision above named. If one is unlawful, the other is also."

LOCAL CONTROL OF SCHOOLS.

In South Carolina the action of the constitutional convention in providing for the support of public schools in that state was in most respects commendable, but the benefit the colored population will get from these provisions rests entirely with the local school boards, for there is nothing in the adopted educational section of the constitution which requires the opening and support of a single colored school in the state. The new constitution will require the expenditure of at least \$3 per pupil annually for the public schools, and the levying of a tax of three mills on the dollar to raise this amount. In addition a poll tax of \$1 is to be collected and expended for the schools of the districts where it is collected and communities may tax themselves as heavily in addition for school purposes as they choose.

AN EDUCATIONAL LEADER IN HAWAII.

Mr. Henry S. Townsend, who has been made inspector-general of the Hawaiian school system, is an accomplished, enthusiastic, progressive, and most promising educational leader. He was the first one to succeed in organizing educational associations in Hawaii and to create a taste for pedagogic literature. How much has been accomplished through the inspiring power of his influence will never be known, as he ever kept himself modestly in the background and sought his satisfaction in the good his work accomplished. Certain it is that the interest in the history of education and other branches of pedagogy, which has taken hold of the teachers in the islands, can be traced directly to his initiative. He persuaded the teachers also to invite Prof. Elmer E. Brown, of the University of California, to give them a course of lectures. He also publishes a bright and helpful educational paper, *The Practical Teacher*, whose every number urges Hawaiian teachers to advance in professional qualifications and offers suggestions for study. *THE JOURNAL* hopes to be able to give a fuller account of Mr. Townsend's work before long. He certainly is a leader whom American teachers would be proud to honor.

A MATHEMATICAL SUPERINTENDENT.

In the *Railroad Gazette* Supt. Alex. Hogg, of the Fort Worth schools, has a very interesting article showing that railroad trains going west encounter the centrifugal force of the earth and are thus delayed; on their eastern journey they are helped by the same force. The editor commenting on this ingenious theory says a train weighing 500 thousand pounds going west has an increased weight of 257 lbs.; going east a diminished weight of 305 with a rate of 100 miles per hour.

FRAUD IN TEACHERS' EXAMINATION.

The New York *Post* reports that the State Department of Public Instruction has discovered, through the services of its inspectors, that gross frauds were committed in a recent examination for teachers desiring state certificates, and Commissioner Stanton, of Central Square, Oswego county, will probably be removed from office within a few days. The examination where the frauds are

alleged to have been committed was held in the city of Oswego on Thursday and Friday last. Twenty-six persons took the examination, twenty-three of whom were women. One of the men was a secret service inspector of the department. He found that the young women practiced every known fraudulent method employed to beat an examination. Some of them copied the answers from text-books, others consulted each other as to what they should answer, and private citizens were admitted to the examination room and allowed to aid those taking the examination. All this was done under the immediate eye and consent of the school commissioner. The inspector states that young men took an honest examination.

Chief Examiner Finnegan has been sent to Oswego to annul the examination.

FONETIC SPELLING FREAKS.

The Literary World, of Boston, in response to a request to make one of 300 editors, authors, teachers, and others who will agree to adopt the spelling reform scheme, thus gives a sample of the new spelling, while making a plea for it. It will be noticed that the letters dropped are those which are usually omitted when mistakes are made in spelling:

"The principle underlying these proposed changes is, as the reader will see, fonetic. The plan has been much talk about, and a number of our editorial colleagues have expressed their approval and their readiness to enter into the combination—the Great Spelling Trust shall we call it?—among them Mr. Higginson, Thomas W. Knox, Mrs. Diaz, Editor Ward, of the *Independent*, Henry Holt & Co., President Andrews, of Brown university, and Richard Burton, of the *Hartford Courant*."

"What do our readers think of the plan? Is it what they have wisht? Altho few should adopt the new orthograpy, and some find it hard to decipher it, and others heap upon it their invectives, and pronounce it dreadful, and declare the movers in the reform over-zealous, or regard it only as plesantry, would they still like to know that it had triumphed over all abusiv opposition? It calls for no new alfabet. It makes no new fraseology requisit. It may be better adapted to mercantile uses than to literature proper."

"But it can be easily practist, and without indulging in any harang about it we would simply ask you to imagin how it would look, to forgiv this experiment, and to help us by a negativ or affirmativ to solv the problem."

PROGRESS IN NEW YORK CITY.

Since last July fifteen new school-houses, then under way, have been completed, affording an increased seating capacity of 17,041. Three new buildings which will soon be finished will afford 1,920 additional seatings. Manual training has been introduced into two large schools with five departments, and kindergarten classes have been formed in three primary schools, making the total number of such classes ten. The average attendance of pupils for November last was 174,000. The pupils were under the care of 4,123 principals and teachers, not counting the special teachers. Plans have been drawn for five new school buildings. The services of women as inspectors and trustees have given great satisfaction. The amount of money appropriated for school purposes for this year was \$5,678,302.59, which is \$715,879 more than that appropriated last year.

EDUCATION NECESSARY TO CITIZENSHIP.

New York city intends hereafter to demand an applicant for citizenship to be able to read and write the English language, to know something of the purposes of the constitution of the United States, and know how the country is governed. Judge Pryor rejected seven out of nine. A German was asked: "What is the Declaration of Independence?"—"To celebrate the Fourth of July." "Why is that day celebrated?"—"Because the Americans fought against the English in 1784, when they became free, and the Declaration of Independence ordered them to decorate the graves of those who fought at that time." "Who passed the constitution of the United States?"—"George Washington and his ministers." "Have you read the constitution?"—"Yes; in small books." "Do you remember any of its parts?"—"It said that everyone here should be free and everyone who came from other countries." "What is Congress?"—"The people elect Congress and Congress elects the senate." An Englishman was asked: "What is allegiance?"—"To come to a free country and swear off from the crown of England." "Have you read the constitution of the United States?"—"It was read to me by my children, who are being educated here." "How is Congress constituted?"—"The assembly and senate make Congress." "Who elects the senate?"—"The legislature at Albany." "How long is the term of the president?"—"Five years." "Who presides over the senate?"—"The president." "Who declares war on behalf of the United States?"—"Well, England at present."

The *Authors' Journal* is preparing an immense petition to be presented to Congress, to influence the passage of a bill to reduce rate of postage on MSS. All writers who want reduced rates are requested to cut out and sign the following petition and mail it to the editor of the *Authors' Journal*, 1 William St., New York:

To the Honorable Senate and House of Representatives at Washington:
We the undersigned writers and authors, actively engaged in literary

work do respectfully asked that on MSS. mailed to or by Publishers, a reduction be authorized in the postal charge to the merchandise rate, namely, one cent for two ounces. We submit:

That such MSS. are in fact merchandise, and that the rate proposed is the rate charged in other countries on all MSS., and also charged in the United States for transmission of MSS. to any foreign country in the Postal Union.

That the existing condition is a serious injustice to a very large number of American citizens.

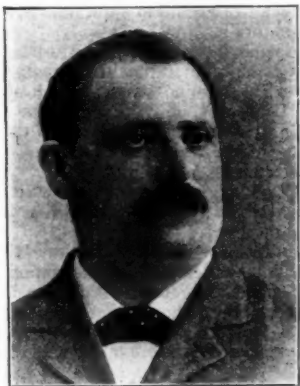
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STREET

CITY AND STATE

Child Study Reports.

That the interest in child study is spreading is shown by the fact that the associate alumnae of the Normal college have arranged for a series of seven lectures on the subject. The third lecture in the course was given Jan. 9, by Dr. Frederick Montser of the School for Ethical Culture, his subject being, "Results of Child Study in the Workingman's School."



FREDERCK MONTER, PH.D.,

Vice-Principal of Workingman's School and Professor of Comparative Systems of Education in the New York University School of Pedagogy.

The lecturer explained that before a child is entered in the school, everything that can be learned about his and his family is recorded for future reference. Reports are made out by every teacher, and so the superintendent is enabled to get an insight into the child's nature, as he reveals his nature better to several people than to one.

He then gave examples of the reports as they are kept. Some of which will be given in THE JOURNAL next week.

Brief Notes.

In McKeesport, Pa., the high school faculty say the teachers of the grammar schools did not well prepare the pupils sent up to them. The grammar school teachers deny this, and a very lively investigation is going on.

The Syracuse board of education, against the protest of Supt. Blodgett, appointed a kindergartner who is not a graduate of the high school and holds no certificate. Politics again.

In Brooklyn there are 272,000 persons from 4 to 21 years of age; in public schools, 117,000; other schools, 38,000. Teachers out of school five years must get new certificates.

In Oswego a truant officer was to be appointed, but politics prevented; part wanted a Democrat and part a Republican. State Superintendent Skinner says they can have till Jan. 20; if it is not done then the public money will be withheld. Oswego is behind the times. Supt. Bullis declared this in forcible terms.

Arlington, Neb., had a sensation in the disappearance of Principal Porter in 1894, leaving Mrs. Porter, his wife, who was a teacher, there. The Omaha World says he was lately found in Pittsburg, Kansas, under the name Pithin, and Mrs. Porter charges him with bigamy.

Supt. Whitcomb, Lowell, Mass., advises teachers to attend a summer school, take at least one educational journal and follow a course of reading.

Dr. Edward Eggleston, the novelist, says: "Children should be trained to have a taste for the higher grades of literature. Care should be taken in the selection of books, however, to see that there was a certain amount of spice mixed in them to engage the interest of the young reader." He decried the preva-

lence of trashy literature so much sought after by boys, and declared that it was diseasing their minds. A clergyman told him that his two daughters confessed that they had planned to run away with neighbors' sons as a result of the sensational reading they indulged in. One went so far as to go with a young man to the station. It was too late for a train, and she returned home.

Very many teachers in the public schools are also teachers in Sunday-schools; and they look to the *Sunday-School Times* for assistance in preparing for their duties. The aim of this paper is to bring the best thought of those able to help teachers in the Sunday-school. Its circulation is very wide, for all denominations turn to it. The editor, H. Clay Trumbull, has shown himself able to understand the needs of the vast number who are engaged in this beneficent work; and he has drawn around him a corps of competent assistants, each great in his department. That so many teachers are willing to learn how to teach in the Sunday-school is one of the best signs of the times.

LONG ISLAND CITY, N. Y.—On Wednesday last Prin. Jared Barhite read by request the paper presented by him to the New York Association of Grammar School Principals at Syracuse. His subject was, "Literature and its Relation to Language Teaching." Through some oversight on the part of THE JOURNAL'S correspondent, mention of this paper was omitted in the report of the Syracuse meeting.

Correlation Discussed in Indiana.

INDIANAPOLIS.—The forty-second meeting of the state teachers' association was held here December 26, 27, 28. About fifteen hundred teachers were present.

President Howard Sandison had for the subject of his address "The Correlation of Institutions." He illustrated the growth of correlation by the Hindu myth of the tiny Brahmin who asked King Bali for as much sand as he could step over in three strides. When the request was granted the Brahmin expanded into the mighty Vishnu who stepped in one stride all over the earth. One stride in correlation was unity, and it reached from New York to the great lakes and claimed its true position at the convention of superintendents in Cleveland; the second stride carried it to Denver, where was the meeting of the national convention (presumably of teachers), and the third to the Golden Gate.

Mr. Sandison went on to show the growth and larger conception of the relation of man to the various institutions:

"All the institutions, the family, the world of industry, the realm of polite society, the state, the church, and the school, are instruments of grace and justice he contends, revealing and enforcing ideal standards, and thereby enabling the individual to measure his own defects and inspiring him to overcome them. For instance, the family, a primal institution, reveals and enforces the ideal of a self-receiving reflected good through the good of others bound to man through both a spiritual and a natural tie, exhibiting his defect in the light of this ideal and inspiring him to overcome it. The world of industry reveals and enforces the ideal of a self-rendering a full equivalent for that received; the realm of polite society produces the same effect on the ideal of a person who looks upon and treats each associate as if he were ideal; the state shows the ideal standard of a person free to pursue his chosen vocation and obtain its fruits. The church reveals absolute holiness, mirroring thereby man's defect. The school sets out the ideal of the individual, redeemed from feeble thought, perverted feeling, and irrational will, to that degree which enables him to participate positively in these other institutions. All these ideals shown by the various institutions tend to reveal to the individual his defects and inspire him to overcome them. Correlation, in its entire scope, includes first, in the most comprehensive sense, the relation of the individual to the rest of the universe. He scales this relation down even to the correlation of the county and township institutes, to the other phases of school work."

Dr. Nicholas Murray Butler, of Columbia college, spoke on "Ideals of Education."

John A. Bergstoem, assistant-professor of pedagogy in Indiana university, read a paper on "Correlation of Activities." He reviewed the experiments which have been made to ascertain how much the change from mental to physical labor, and vice versa, will rest the body or mind.

"The central nervous system is chiefly involved in both physical and mental work. Physical training may be a powerful instrument of intellectual and moral regeneration. Recreation may be obtained from lively, interesting exercise, but not from hard, monotonous gymnastics. The profitable period of study varies with the time of day, with age and disposition, and with the interest and difficulty of the task. The work of very tired children retards their advancement. The principle that change of mental work gives rest is true to only a small extent; and recesses and recreation should be introduced.

"A course of study should not be based on the theory that mental ability, applicable largely to all subjects, can be developed by the study of a few so-called culture subjects like Latin, Greek, and mathematics. The stages of development must be observed, and it is perhaps only by the training of an organ in its developing stage that the greatest power can be attained. More attention to these and similar facts will, it is hoped, assist materially in making the school not merely a place of instruction, but a place for the development of the energy which counts in life."

Supt. B. F. Moore, of Frankfort, spoke on "Correlation of Interrelational Subjects," in which he took up the line of thought of the previous papers. The real aim of correlation is to arrange the studies and make them related in thought so that the study of one assists the study of another.

Supt. David D. Goss, of Indianapolis, read a paper on "The Needs of Legislation in the School System of the State." He strongly condemned the provisions for filling the office of county superintendent.

Prof. Thos. C. Howe, of Butler college, spoke on "The University and the College." Small colleges are reaching out into the field of the university, and institutions that are no more than academies are called universities.

Prof. Gustav E. Karsten, of Indiana university, read a paper on "Study of Language and Literature in the High Schools of Indiana and Other States:"

"The report of the committee of ten surely must be regarded and honored as the mature utterance of American educational thought." It recommends that some foreign language should be taught even in the grammar schools, and should be carried on through the high school, where one foreign language after another should be added to the curriculum. The committee of fifteen equally recommends instruction in one foreign language, preferably Latin, in the grammar school, from the fifth grade onward, and the gradual addition of others during the high school course, so that the one last introduced shall be studied at least two years, and the others correspondingly longer. Both committees reject the idea that all studies are of equal educational value, and they place the study of languages highest of all."

The subject of "The Cultivation of Oral Expression" was treated under two heads, viz., "In connection with the Teaching of English," by Mrs. Esther K. Gentry, of Michigan City, and H. J. Leggett, of La Porte high school. Miss Charity Dye, of Indianapolis, in discussing the papers, said people read too much and converse too little. In the school tablets are taking the place of memory and tabulated statements supplanting oral expression. "Encourage the pupil to express honest thought, express it with deference, and hold himself open to conviction."

Nebraska.

Lincoln.—The State Teachers' association met here Jan. 1, 2, and 3. About 900 teachers were present. The organization of an association for child study shows that Nebraska is keeping up with educational ideas.

Colonel Parker spoke on "The Interdependence of Studies" and "The New Geography."

Mr. William Hawley Smith read a paper on the "Common People and the Common Schools."

Before the primary section Miss Anna B. Herrig gave an analysis of the reading problem. She held that the aim should be thought acquisition and that the mechanical should be excluded as much as possible. Reading matter should be fitted to the child, and should touch his own experience. Stories of country life are not suited to city children, because they know nothing of it.

Prof. G. W. A. Lucky, professor of pedagogy in the state university, read a paper on "Child Study in its Effects on the Teacher." He read replies from many prominent educators to questions on the present stage of child study and its future.

Miss Emma R. Miller, of West Point, read a paper on "What Place Shall Number and Writing Have in the First Grade?" She thought that reading and drawing are preparations for writing. The correct form of each letter should be studied. Writing should have its definite place on the program. Nature gives the best opportunities for work in number and teaching of form.

A paper on "The Correlation of Studies in the College" was read by W. N. Filson, of Hastings. But little attention has been given to this subject in college work in this country, while in Germany it is of great importance. Psychology should have a subordinate place at first and afterward receive more attention. Philosophy, physics, ethics, mathematics, history, and literature should be connected. Correlation might be arranged without changing the courses in our colleges, and the correlation should be three-fold—unity of mind, the world, and of knowledge.

In the discussion which followed, Dr. Bessey said the arrangement of outlining courses was much like the plan of children in arranging blocks.

Prof. Caldwell thought there was a natural sequence of studies. Chancellor Crook said that correlation of studies would result either in the death of the student or the curriculum.

Prof. Wightman, of Norfolk, thought a correlation of teacher, not study, was needed.

The matter will come up in the next year's meeting under the subject of "The Basis of Correlation of Studies in the Curriculum."

J. G. Haupt, of Dakota City, spoke under the general topic of personal criticism and advice of county superintendents, his subject being "What Should it Be and How Should it be Given?" He thought that the visits of the superintendent should be frequent and of sufficient length to be of service. Much good would come from sending out circulars. The wise superintendent will consider the individuality of his teachers, and he should be the peacemaker in the difficulties which arise between teacher and pupil.

Supt. Barker, of Buffalo, did not believe in personal advice. He thought a superintendent should note faults while visiting a school and write to the teacher afterward.

Supt. Heeley did not believe in the superintendent hearing classes during the visits to schools.

"Office Work and Plans and Devices Employed" was treated by W. J. Todd, of Gage. He described his own desk in which there were departments for everything from a monkey wrench to the correspondence of the state superintendent. He had two book cases, one filled with books useful to teachers and the other with examination papers.

Mrs. E. K. Manville, of Crete, read a paper on "The Inductive Method of Teaching Geometry," in which she advocated employing original methods instead of sticking to text-books.

Dr. Davis, of the state university, believed in teaching the pupil to think, and if he had his way he would substitute the word inessential for inductive method, because he favored original work.

F. C. McClelland, of Plattsmouth, read a paper on "Manual Training, its Meaning and Value. How Many of Our Schools Can Carry It." He believed that manual training gave the pupil a respect for labor. He gave some plans for its introduction into small schools, and said he believed that it might take the place of foot-ball and base-ball in many places.

M. F. F. Tucker, of Lincoln, spoke on "What Independent Research Work can be Done by the High School Pupils?" He favored giving pupils work to do in natural lines, so they may develop themselves naturally.

Supt. R. G. Mossman spoke on "What Must be Emphasized in Arithmetic." He thought that the fundamental rules and the portions of practical use should be most dwelt upon. And Mr. G. N. Fowler, of University, on "What May be Omitted From the Usual Text in Arithmetic." Mr. Fowler thought that the study had an educational as well as a practical value, and that little could be omitted.

Neil Sinclair, of Talmage, spoke on "Nature Study, Matter and Method." He said that the study should be taken up in all grades from the earliest years.

"How to Teach Spelling" was discussed by Miss Lucy Gould, of York. She thought that careless pronunciation was the cause of much bad spelling. A general discussion followed which showed that all were in doubt how to get the rising generation to spell correctly.

A Child Study association was organized with about fifty members.

W. A. Clark, of Penbrook, spoke on "The Doctrine of Apperception."

"The steps of the process by which we know external objects, though not successive in time, may be sharply discriminated. Impression upon the nervous structure by the external object; sensation of the mind produced by this impression; attention of the mind to its sensation; perception of the phenomena of the object that gives use to the sensations; apperception of the sense-percepts obtained through perception."

"Education is successful just in proportion as it results in complete knowing. The important thing is not the amount of intellectual wealth acquired, but the way in which the pupil knows what he knows. The need of the schools to-day is apperceptive teaching. It is the natural culmination of the reform started by Pestalozzi, a reform which in our day has come to bear the name 'Herbartianism,' in honor of the great genius who first apperceived its principles into organic unity."

Supt. J. F. Saylor, of Lincoln, said in discussing the subject:

"Apperception is a fusing of the present knowing with past knowing, to build up new and larger thought contents."

"The nature of this new enlarged thought will depend upon several influences. Prenatal influences have much to do with it. A child may be stamped with strong inherited influences, which will have much to do with the account to which the child will turn its new knowledge. The feelings will also do much all through life to shape the character of the thought which we build up out of our every-day experiences. This being so, the feelings should receive as much attention."

"In our past educational work we have neglected much of our duty in the question of developing the child's feelings. Again our knowledge received in the past has much to do with what we will do with the knowledge of the present."

"No two persons make the same use of the same knowledge. This is accounted for by the above conditions. The problem of education, then, is to so shape our educational work as to build up the weak places in the child's nature, not only for himself, but that the next generation shall inherit some of its improvement. Again, its feelings and knowledge should be so directed as to insure the wisest and best use of all of our present knowledge, received from day to day."

J. H. Miller, of Lincoln, read a paper on "The Relation of Individual Instruction to the Class Recitation." He thought either system too extreme, and favored a system containing elements of both.

Miss Lydia Fox, of Nelson, spoke on "Nature Study," in which she pointed out its use in fitting the child for higher grades of work.

Colonel Parker gave a history of the organization of the Illinois Society for Child Study. To show the work of these organizations he gave examples of the ignorance of teachers concerning the homes of their pupils. Many so-called dull children would be found to be bright if five minutes scientific thought could be devoted to them.

Miss Clara F. Cooper, of Omaha, read a paper on "The Use of the Story." She thought the story could be used by the skillful primary teacher as a medium for teaching lessons in botany, geography, color, etc.

"What Constitutes Order in the Primary School" was discussed by Miss Leah Leger, of Beatrice, and Miss Carrie A. Matthews, of Crete. They agreed that the best work cannot be done when the child is battling against nature by trying to keep still. Needless restrictions should not be made, and while attention should be demanded, the noise caused by work should not be objected to.

Mrs. N. Heller, of Omaha, and Miss Laura E. Hicks, spoke on "Busy Work." The former emphasized the usefulness of co-operative work, and the latter the use of busy work in developing the child's mind.

Supt. M. R. Snodgrass, of Wisner, spoke on "Automatic Discipline," and pleaded for freedom from cast iron rules.

A. O. Thomas, of St. Paul, read a paper on "The Pupil's General Reading." Reading should be encouraged in every way, but much attention should be given to the books the pupils read.

Miss Fannie Zohn, of Stanton, treated "The Object of the Recitation." It should teach the child how to express the ideas gained by study or observation.

"The Function and Method of Historical Instruction in the College" was treated by Mr. F. M. Fling. History must be studied by actual observation or it will continue to be an information study. Scientific methods must be employed, as in other studies. Mr. Fling's paper was illustrated by ten of his students who showed the laboratory method of weighing evidence and investigating statements.

Mr. J. H. Powers, of Crete, read a paper on "Imitation and Non-Imitation."

Mr. F. M. Currie, of Broken Bow, spoke on "How to Make the Most of the Free Attendance Law." Miss Anna Hughes spoke on the same subject. She thought the law stimulates the county teachers to grade up their schools and make the instruction uniform.

Allen C. Fling, of Nebraska City, read a paper on "Teaching the Literature of the Latin Classics." Too much emphasis is laid on grammar. The important thing is literature.

"What are Practical Studies?" was treated by Mr. J. M. File, of Wayne. Education should make self-supporting men and women, capable of holding positions of trust. The morals as well as the intellect must be cultivated.

Miss Charlotte M. White, of Wayne county, spoke on "Grading the County Schools," and said that in her county the attendance had increased since grading had been employed.

State Supt. Corbett asked for the co-operation of the county superintendents in revising the course of study.

C. R. Atkinson, of Fairbury, spoke on "Continuity in Plans of Work." An outgoing superintendent should leave a complete record of work to aid his successor.

Supt. Geo. H. Holdman, of York, spoke on "School Laws."

AND NOW IT IS METEOROLOGY.

Prof. Ward, of Cambridge, spoke on "Meteorology in the Public Schools."

"The work should be begun by teaching the children to take weather observations once a day and record them on the blackboard. They will soon see for themselves that one observation is insufficient and will take three or four."

"The next step in the work is the keeping of weather maps. This I wish to emphasize as very important for I believe it to be the foundation of meteorology. The weather maps should be the subject of six years' study. In my class at Harvard, we are giving the men work outlined in the report of the Committee of Ten for the grammar schools. It is not taught in the lower schools, so it is all new to them. Weather maps can be procured free at the weather bureau in Washington. Let the children make maps for themselves too. Give them blank maps and the temperature, etc., of the day and let them fill them out."

OTHER ADDRESSES.

Prof. N. A. Luce, of Vassalboro, spoke on "Educational Aids and Aims, as a Preparation for Right Living."

Mr. L. S. Cooley, of Worcester, Mass., treated the subject of "Vertical Writing." The paper was discussed by Miss Anna E. Hill, of Springfield, Mass., who advocated the systemship on hygienic grounds, allowing natural poses of the hands, as being simpler and more easily taught, and as being more compact and legible than the system in general use.

NEW OFFICERS.

The following officers were elected:

President, I. C. Phillips, Bath; vice-president, J. R. Dunton, Lewiston; secretary and treasurer, A. P. Irving, Rockland.

"THE NEW YORK SCHOOL JOURNAL is noted for issuing splendid special numbers, but their Christmas number, issued November 30, surpasses anything in that line we have yet seen."—*American Journal of Education*.
St. Louis, Mo.

Oregon Discusses Tenure of Office.

It is noteworthy that the teachers of the state received royal entertainment from the city teachers of Portland. Prominent men spoke of the teacher's work from the standpoint of the lawyer, doctor, minister, and business man, and it is evident that the professional work of the teacher is more fully appreciated in Oregon than ever before.

Supt. J. H. Ackerman, of Multnomah Co., spoke on "Teachers' Institutes," which, he said, should be of the teacher, by the teacher, and for the teacher. As is the instructor so is the institute, therefore the instructor should give examples of the best teaching and arouse the enthusiasm of the teacher. The teachers of the state are ready and anxious to receive the stimulus of the institute, and if they do not receive it the instructor is at fault.

President Campbell, of the state normal at Monmouth, spoke on "Herbart and the Herbartians." He said:

"Hitherto it has been supposed that a school-house on every hill would insure the blessings of freedom, but the times convince us that the quality of teaching is the necessary safeguard of citizenship. Herbart aimed at the development of character. It is not so much the subject-matter which is taught as the training which the mind receives in the pursuit of knowledge. If subject-matter regulates the amount of interest it is of utmost importance what the course of study is and how it is presented. Two fundamental beliefs are necessary: (1) The belief in the faculty of a will and (2) of personal immortality—old beliefs but inspiring to teacher and pupil."

M. G. Royal, of Drain, said:

"The value of a man is the sum of his habits. Better a man with bad principles and good habits than a man with good principles and bad habits. It is impossible to form no habits, so the teacher should ascertain the characteristic habits of the child and cultivate the ones necessary to a well rounded character. The habits demanding education are the habits of attention conquering activity and self-discipline."

TEACHER'S TENURE OF OFFICE.

"Tenure of the Teacher's Office," was introduced by President Chapman, of the Oregon state university. He said:

"If a person feels an interest in anything it is in the length of time he can stay in his professional position. When the tenure of office depends upon the will of any man or body of men, the office is exceedingly uncertain. The teacher's situation is, perhaps, the most uncertain of all public official positions. Whim and passion and prejudice play too important a part in the tenure of the teacher's office. Until the teacher has some assurance of a steady situation, he will never develop his greatest professional spirit. We must work for a tenure of office that shall be during good behavior and competency—subject only to the judgment of experts."

Supt. G. M. Irwin showed that in the choice of teachers the school boards do not always keep their eye upon the high purposes of the profession, but allow other and selfish motives to have undue weight. Only successful teachers should have diplomas.

Mr. C. W. Roby, an able teacher and president of the Portland school board, gave some valuable ideas on the subject. He said:

"Why is it that teachers are often looked upon in derision? Why are they frequently referred to with a sneer, and why does not their work command as much respect as that of any other profession? There must be a reason for this state of things, and I believe it is not hard to find. The cause lies largely in the temporary character of the teacher's work. As a rule, women teach until they get married, and men teach until they can better their condition. When a teacher has shown a thorough knowledge of all that is required to be taught, and has demonstrated his ability to manage a school and to teach successfully, then he should receive his declaration of independence in the form of a life certificate. The plan of annual election has its advantages and its disadvantages; but all first-class teachers should be relieved from all anxiety and worry concerning their retention by the board."

"There is another matter which must now be mentioned as affecting the tenure of the teacher's position. Do you know that some of the brightest, most cultured, and most capable teachers have lost their positions because of their religion. Think of it! In our boasted land of liberty, where our constitution guarantees perfect religious freedom: in these United States, where all our institutions are built upon the theory of absolute liberty of conscience, we see worthy teachers suffering because of their religious belief. There is not a fair-minded person in this assembly nor in this country who will indorse such treatment of worthy and efficient teachers. It is a matter of supreme impudence to inquire into a teacher's religion, and the school director who does it exceeds the bounds of decency."

TWO NOTABLE SPEAKERS.

Mr. H. B. Buckhan, the "Socrates of Oregon," professor in the state normal school at Monmouth, read three valuable and highly interesting papers on the general subject-matter of psychology in its application to teaching.

Dr. Thos. Van Scoy, dean of Portland university, discussed the question "What the College Should do for the Student:"

(1) The student in his college course ought to come into intimate contact with such truth as will lead him to decide upon his life work. (2) Nothing more fortunate can happen to one than to exactly fit in the sphere of his activities. (3) The greatest thoughts which can occupy a young man or woman from the age of fifteen to twenty-five, will settle the question of timely pursuit if it can be settled.

Prominent Educators Before the S. E. A.

Hot springs, Ark.—The Southern Educational Association held its sixth annual session here Jan. 1 and 2. Prominent educators from fifteen states were present. Addresses were delivered by Hon. W. T. Harris, President N. C. Dougherty, President Jesse, of the University of Missouri, Supt. J. H. Philipps, of Birmingham, Ala., Hon. John R. Kirk, State-Supt. of Missouri, Hon. Junius Jordan, State-Supt. of Arkansas, Hon. Josiah Shinn, Little Rock, Ark., and many others.

New Mexico in Line.

The tenth annual meeting of the Educational Association of New Mexico, held Dec. 26, 27, and 28 at Albuquerque, was the best ever held in the territory.

The public schools of New Mexico are still in their infancy, this being only their fifth year. Yet there are numbers of earnest-growing teachers here, teachers who are striving to keep pace with the leading growing teachers of the age.

One of the most important things done by the association was the adoption, after a long discussion, of a high school course for New Mexico.

The necessity of the Spanish language being taught in this section of country, where we are in the midst of a Spanish-speaking people, was forcibly presented by a number of teachers and also by the superintendent of schools for this county. Students who expect to engage in commercial pursuits will need to know the Spanish language, to be successful.

"Nature Studies as a Foundation for Literature," was the subject of a good paper by Miss Armstrong, of Albuquerque. An interesting and animated discussion followed, led by Miss Mize, of Raton. J. P. Dupuy read a paper on "Music in the Public Schools," and Prof. Tenney one on "Drawing."

One of the finest papers read, was by Miss Catharine Field, of Kansas City, on the "Influence of Heredity and Environment on the Child." Miss Field took the position, that heredity was less potent in its influence, than is environment.

Other papers and addresses were presented by Mr. Lieb, of Springer, Mr. Chase, of the Albuquerque academy, Director W. H. Seaman, of the School of Mines, at Socorro, Mr. Wood, of Los Vegas, and others.

Saturday morning the local teachers took the members of the association to the university, where they were received by President Hiram Hadly, and shown over the building and grounds, from thence to the government Indian school; here about three hundred Indians are being educated for citizenship. The teachers were shown through all the buildings including school-rooms, workshops, and hospital. We were there just in time to see the Indians march into the dining-room to eat a dinner prepared as civilized people's dinner, by the Indian girls of the school. The work done in the shops was most creditable to the institution.

Association adjourned to meet at Socorro next year.

Comfort in Travel

is realized in the highest degree on the famous fast trains of the Michigan Central, "The Niagara Falls Route," between Buffalo and Chicago in connection with through trains from the east. Passengers are granted the privilege of stopping off en route at Niagara Falls, or if time will not permit, can obtain from the car windows, or the platform at Falls View the grandest and most comprehensive view of the great cataract. All day trains stop five or ten minutes. For full information inquire of local ticket agents, or address W. H. Underwood, Eastern Passenger Agent, Buffalo, N. Y.

Hood's Sarsaparilla cures catarrh by thoroughly purifying, vitalizing and enriching the blood.

Don't Worry Yourself

and don't worry the baby; avoid both unpleasant conditions by giving the child pure, digestible food. Don't use solid preparations. *Infant Health* is a valuable pamphlet for mothers. Send your address to the New York Condensed Milk Company, New York.

A Great Train to the Royal Palms.

The Southern Railway announces the re-establishment of its famous "New York and Florida Short Line Limited" trains for season of 1896—first train southbound leaving New York Monday, January 6, and daily thereafter.

These trains are composed of the finest equipment that the Pullman Company can supply, consisting of the latest design Compartment, Observation, Sleeping and Dining Cars, and first-class Vestibuled Day Coaches, operating between New York and St. Augustine; also attached to this train is Pullman Drawing Room Sleeping Car New York to Tampa and Augusta.

The route is over the Pennsylvania R. R. from New York to Washington, thence over the Southern Railway's own rails through the beautiful and historical Piedmont section of Virginia, North and South Carolina, to Columbia, at which point connection is formed with the Florida Central & Peninsular R. R., which takes the train through an interesting section of the South.

Leaving New York at 3.20 P. M., Jacksonville is reached the following evening at 6.30 and St. Augustine at 7.40 P. M. The journey to Jacksonville or St. Augustine takes only a day.

Florida tourists should bear in mind the fact that Western North Carolina is reached only by the Southern Railway, and that cheap auxiliary trips may be made into that delightful country in the most comfortable manner en route to or from Florida.

New Books.

The benefit that myriads of people in all parts of the country have derived from the Chautauqua course of study is incalculable. It has furnished many of the advantages of a college without the great expense of a regular college course. It is a foregone conclusion that there will be more Chautauqua students in 1896 than in any previous year. The required literature this year includes *The Growth of the American Nation*, by H. P. Judson, professor of political science in the University of Chicago. In this the author has attempted to group all the cardinal facts in such a way as to show clearly the orderly development of national life. *The Industrial Evolution in the United States*, by Col. Carroll D. Wright, U. S. commissioner of labor, comprehends a plain, simple statement of the leading facts attending the planting and development of the mechanical industries of the country. *Initial Studies in American Letters* by Henry A. Beers, professor of English literature in Yale university, is a volume that was originally published in 1887 as "An outline Sketch of American Literature" and re-issued under the present title in 1891, with an appendix consisting of selections from American writers. In this revision it is supplied with marginal catch-words for convenient reference and a few paragraphs have been added to bring the subject up to date. *Some First Steps in Human Progress*, by Frederick Starr, professor of anthropology in the University of Chicago, is a description of the domestic life, hunting, agriculture, weapons, houses, writing, religion, etc., of primitive man. The title of Prof. E. W. Scripture's book, *Thinking, Feeling, and Doing*, indicates that it is a psychological study. Besides these books the course of study includes the twelve numbers of the *Chautauquan* magazine. The large place that the history, industry and literature of the United States occupy in the course will make it very interesting to American readers. (Flood & Vincent, Meadville, Pa., and 150 Fifth avenue, N.Y. Volumes \$1.00 each; *Chautauquan*, \$2.00 a year.)

Since Bancroft published his great history there has been no work recording our nation's progress that compares with the *History of the People of the United States*, by John Bach McMaster. This is large in conception including the period from the Revolution to the civil war in six octavo volumes of about six hundred pages each. The fourth volume, recently published, narrates our history from 1812 to 1821. Within those nine years are compressed some momentous events, among them the second war with England, the banking and currency movements, the wars with the Mediterranean pirates, the tariff of 1815, the fisheries disputes, and the beginning of the slavery movement. All these and other political and financial questions are treated in detail without descending to the trivial, and in a flowing and brilliant style that attracts and holds the attention. The author, however, has a broader aim than that of giving an account of our wars and politics, important as that may be. His work is a history of the people of the United States in the broadest sense—their governmental policy, social life, literature, religious movements, inventions, in fact everything, even to theaters and sports, that makes up our complex civilization. Much of his information has been obtained from newspapers, pamphlets, and other ephemeral publications and this has been thoroughly digested and assimilated with the narrative. While scholarly, the graces of style make the work fascinating to the ordinary reader. Every American who wishes to be thoroughly informed concerning his country's history should have the work. (D. Appleton & Co., New York. Cloth, gilt top. \$2.50 a volume.)

Elizabeth M. Sewell's *Outline History of Italy*, presents a condensed account of the 1400 years between that event and the present. It is intended for reading or study, but more especially as an aid to those young people who, when the regular curriculum of school studies is over, are desirous of cultivating their minds, and acquiring a foundation for the study of art, literature, and poetry of other lands besides their own. The author has skilfully presented the history of the separate Italian states, a very complicated and difficult subject, and clearly traced the rise of the house of Savoy. The book gives the narrative in small space, unencumbered by unnecessary details. (Longmans, Green & Co., London and New York. 90 cents.)

Un Cas de Conscience, by Paul Gervais, with notes, vocabulary and tablets of irregular verbs and pronouns by R. P. Horsley (Heath & Co.) cannot be recommended too highly as easy reading at the end of the first year or the beginning of the second in high schools or other schools of like grade. This book of 36 pages, contains a touching story, fascinating to the end, and having the advantage over some text-books in use in that there is nothing in the tone that could be objected to by the severest critic of foreign literature for girls, boys, and post-graduate students.

SULZBACHE.

Interesting Notes.

An apostle of physical culture, according to *The Medical Record*, says that nervous headache may be cured by the simple act of walking backward for ten minutes. "It is well to get in a long, narrow room, where the windows are high, and walk very slowly, placing first the ball of the foot on the floor, and then the heel. Besides curing the headache, this exercise promotes a graceful carriage."

The only besieged French fortress which was never occupied by German troops during the war of 1870 is the little fortress of Bitch. It is an impregnable rock. The Prussians shelled it from August 23 to September 15, 1870, but, although the town was destroyed, the works remained intact. Finally the Prussians got tired of wasting their ammunition. They packed off their siege guns and contented themselves with watching the place. In March, 1871, the brave garrison departed with all the honors of war, the place having been ceded to France.

The Russian government has come to the conclusion that tea can be profitably raised in the imperial dominions, and has selected a tract of crown land, 150,000 acres in extent, on which to start the enterprise. A commission has been sent to Ceylon to study the best manner of cultivation, and to purchase for the Russian government 100,000 young tea plants. The Russians are not given to experimenting in small ways.—*Progress of the World*.

Henry S. Wellcome, the well-known American merchant in London, has presented to the senate of the United States the portrait of Pocahontas which occupied such a prominent place in the woman's building at the World's fair. The portrait was painted in England after her conversion to Christianity and her marriage to John Rolfe. Senator Daniel, of Virginia, will act in Mr. Wellcome's behalf in making the presentation, and the portrait will ultimately be hung in the new Congressional library.

Two miniatures of Joan of Arc by a contemporary artist, now in a private collection at Isenheim in Alsace, are said by M.

Gatrio to be probably portraits of the Maid of Orleans from life.

The great king magnet at Willett's Point was recently subjected to a severe test. The magnet is composed of a large cannon, around the muzzle of which are wound about thirteen miles of insulated wire. Three large iron slabs, weighing several tons, were blocked up opposite the muzzle of the gun, and the current from two large dynamos was turned on. The iron was immediately attracted. Around it was fastened a chain. A rope attached to the chain was reeved through a large double block, and fourteen stalwart engineers, manned the handles of the capstan and applied a strain of 43,000 pounds. The chain broke. The iron had not budged. The greatest strain applied at previous tests was 23,500 pounds, when there was a similar result.

In the Swedish method of making matches the timber is cut into blocks about fifteen inches long and placed in a turning lathe; with each revolution a slice or veneer is peeled off the thickness required for the match sticks, while at the same time eight small knives cut the slice into seven pieces, like ribbons, and of the length required for the sticks; these ribbons are then broken into lengths of six to seven feet, knotty and defective pieces are removed, and the ribbons are then de-threaded through a machine which cuts them into pieces like a straw cutter, these then passing through an automatically arranged machine with cutters which slices off as many pieces, the thickness required for a match, as there are cutters, one machine turning out from 5,000,000 to 10,000,000 match splints a day. The data given of this manufacture shows that Sweden and Norway have long been among the largest match-producing countries of the world, their exports amounting to about 20,000,000 pounds of matches per annum, while in Germany the number of factories is stated at 200, with an annual yield of about 70,000,000,000 matches, and in Austria there are some 150 factories, with a correspondingly large output.

M. Berthelot, the French chemist, is attempting to produce artificially, pure crude rubber. The synthetic chemist first re-

duces natural products, such as minerals, oils, waters, etc., to their elements, and then endeavors to recombine them to their original form, improving on nature by omitting all impurities. M. Berthelot predicts that he will produce purer and better gum than can be found in Para, and will produce it more cheaply.

The attention of the astronomers at Lick observatory is now turned to a very important work with the spectroscope—namely, the determination of the movement rate of the solar system. They expect to find out how fast the bodies of the solar system are moving—whether five miles a second or twenty miles, or whatever the rate may be. This has never been accurately determined, but it can be. To do this they will pick out 600 or 800 of the brightest stars, and ascertain one at a time, how fast each is going, and then by mathematical calculation in reference to the whole reach the accurate determination. They will select 300 or 400 stars that are moving from us, and as many more that are moving toward us. It will be an intricate, but a very interesting kind of work. Every star does not travel at the same speed. One will move five miles a second, perhaps, and another twenty-five. It is by a comparison of the whole that they will ascertain the rate of movement of the system of which the earth is a part.

A London journal says that since the introduction of the electric light public performers are able to preserve their voices in better condition, and are fifty per cent. more often in good voice. They are cooler, do not perspire, and are not husky while singing or acting. The atmosphere is better and the equal temperature of the whole building has greatly diminished the risk of taking cold. Their throats are not parched and their voices not injured so much as in houses where gaslight is used.

A horse which Gen. John Morgan rode in his famous raid in 1862 died near Versailles, Ky., a few days ago. Morgan rode the horse into Versailles and left it there, taking in its place a fine mare. The horse was, when it died, more than thirty-seven years old.

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Jack rabbits have become so numerous and troublesome in Cassia county, Idaho, that the farmers are organizing round-up hunts to lessen the numbers of the pests. At a hunt of this kind held recently by farmers living near Oakley 5,126 rabbits were rounded-up and killed, and two coyotes and a lynx were also caught in the ring. The method followed in these hunts is for the farmers and their help to spread over a large section of country, form a ring, and then all work toward the center, beating the intermediate territory thoroughly, and driving the rabbits into the center, where they are killed with clubs.

The famous Red River valley is by some students of such comparative values declared to be the third agricultural region, in point of fertility, in the world, there being one Asiatic and one African valley in the foreground beyond it. This Red River valley takes in many counties of Minnesota and the most easterly counties of the two Dakotas. It is prairie land of black soil that once formed the bed or deposit of an ancient sea. It reaches up into Canada, beyond Winnipeg, and is a great deal richer at its southern end in the United States than in Canada. This region pours its wealth of grain (or a great part of it) into Minnesota's twin cities, there to exchange it for merchandise. Other cereals and cattle are produced beyond this valley in the new states, and the valley itself returns the same commodities along with its wonderful output of wheat.—*Harper's Magazine*.

Speaking of the English sparrow Benjamin Kidd says in the *Century*: "Soon there reaches the ear a faint, harsh murmur; now it is louder, and soon it swells into a

hoarse din. It is as if a great army of workmen had suddenly begun to labor below, and the harsh chip and fret of countless iron tools rose upward in blended discord. It is the multitudinous voice of the house sparrow. He rears three families in the year, and he has begun his day's work of eighteen hours. He it is who, alone of wild birds, can regard the nineteenth century as an era of unexampled prosperity. He has multiplied in incredible numbers with the growth of towns. Nay, more; following the Anglo-Saxon, he has spread with the extending race to the ends of the world, till over two continents, with a certain appropriate inaccuracy, he is known and banned as the English sparrow."

The value of antitoxine as a remedy for diphtheria seems to be fully established. From various points in this country and Europe come testimonies that, used in time, it is a perfect preventive or cure. The report of the health commissioners of Brooklyn, just presented, testifies to peculiarly gratifying results from its use. The death rate from the dread disease has been lower than ever before. The serum is issued free of cost to physicians for use among the poor.

The Critic was born on 15th of Jan. 1881. Its fifteenth birthday will be celebrated Jan. 18 by the publication of an anniversary number, containing a bird's-eye review of the literary movement as it has manifested itself in America during the past fifteen years, and other interesting features. Many of our readers will be surprised to hear that the paper is so old; others, perhaps, will be surprised to learn that it is so young. As no other purely literary weekly has ever maintained itself in this

country for anything like so long a period it is not without pride that we contemplate the journal's constant growth since it sprang unheralded into being, at the beginning of 1881. Its management, we may say, remains unchanged.

It is estimated by Mr. Mulhall in a recent article in *The Contemporary Review* that the shipping of all nations is of the approximate value of \$1,100,000,000 while the 110,000 locomotives at work represent a value of \$1,000,000,000. The railways give employment to 2,394,000 people, while shipping employs only 705,000. The life of a locomotive is fifteen years. It will run 270,000 miles, carry 600,000 tons, or 1,000,000 passengers, and earn \$300,000. Its first cost is \$10,000, and its general average is 300 horse power. The average life of a ship and its earning capacity, compared with its cost, is not given and is perhaps not computed, but it is not likely to equal or approach that of the locomotive, which may fairly rank as the most potent instrument of civilization ever devised by man.

A 634-karat diamond, the finest ever found in Africa, was discovered at Jagersfontein in the Transvaal the day after Christmas. When cut it is expected that it will be worth \$1,500,000.

Sir Samuel Lewis, K.C.M.G., the coal-black negro who was knighted on New Year's day, is fifty-two years old. He was educated at Wellesley college, Sheffield, and University college, London, was admitted to the bar of the Middle Temple in 1871, and became chief justice of Sierra Leone in 1882. Last year he was chosen as the first mayor of the city of Freetown.

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New Books.

The selections contained in the book of *Poems of the Farm*, will go straight to the hearts of those whose farm life is a memory and also those to whom it is a present reality. The compiler of the volume as well as its illustrator is Alfred C. Eastman whose hope is in these pages to suggest, "in a humble way, adornments for the future 'old homestead,' as well as to aid in preserving our affection for the past." Among the poems are "The Plowman," by Oliver Wendell Holmes; "A Snow Storm," by Chas. G. Eastman; "An American Stonehenge," by Thomas Wentworth Higginson; "The Path Through the Wood," by Sam. Walter Foss; "When the Corn is in the Shock," by L. R. Hamberling; "Snow: A Winter Sketch," by Rev. Ralph Hoyt, etc. The book is very handsomely gotten up with wide margins, handsome, artistic titles and other illustrations, gilt edges, and blue cloth binding with a pretty design. (Lee & Shepard, Boston. 7 1/2 x 10 inches. 67 pp. \$2.50.)

A game devised by Seth S. Avery and called *Historic Domino* combines instruction with amusement in a very ingenious way. It consists of a pack of about one hundred and fifty cards on which are dates and events relating to our history from the administration of Washington down to, and including Cleveland's second term. The cards are dealt the same as ordinary playing cards and then one of the players leads off, the others matching cards on either side of this. To do this successfully the players must have a knowledge of the history. When a player is unable to play with the cards in his hand he draws. A table of the historic events, and a little pamphlet describing the game furnish all the necessary directions for successful playing. The game should become very popular among American youth. (Seth S. Avery, Angola, Indiana.)

One of the books in *The Religion of Science Library* is entitled *Wheelbarrow on the Labor Question*. The individual who assumes the name of Wheelbarrow is supposed to be a laboring man himself and therefore well acquainted with those knotty points that perplex both the employers and the employed. He approaches the subject not in the spirit of the demagogue, but of one who has thought deeply and earnestly desires the welfare of humanity. Consequently he does not hesitate to expose the pet fallacies of so-called friends of the working man. He strikes particularly heavy blows at the single-tax idea. Whether one agrees with his ideas or not, his writings act as a mental stimulus, and therefore are worth careful consideration. (The Open Court Publishing Co., Chicago. 35 cents.)

Literary Notes.

Ginn & Co., will have ready on February 1, Prof. Wm. G. Ballantine's *Inductive Logic*. It is the aim of this book to present, within reasonable compass, a fresh and independent statement of the fundamental principles of inductive logic, consistently carried out in detail and amply illustrated by extracts from a wide range of philosophical and scientific writers.

Ex-President Harrison receives a larger sum for his articles on "This country of Ours," which he is writing for *The Ladies' Home Journal*, than has been paid to any public man in America for magazine work of a similar nature. His first article in the Christmas number of the *Journal*, sold over 100,000 extra copies of the magazines, of which 725,000 copies were printed as a first editor.

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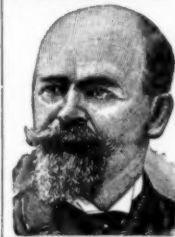
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A very complete and attractive 32-page booklet, with this title, and confining over 500 brief descriptions of events, with dates—all for ten cents—has been issued by *The Spirit of '76*, of No. 14 Lafayette place, New York City. The book contains two separate arrangements of each date; one being alphabetical and the other by days. It is extremely convenient for reference, and easily worth several times the trifling price. It may be added that *The Spirit of '76* is a ten cent illustrated patriotic and historical magazine, now in its second year.

At the present time a good cyclopedia seems to be a necessary of life, one of those adjuncts of a well-regulated household that can not be dispensed with if its numbers are to mingle in intelligent society and not appear ignorant or foolish. The newest claimant for public favor and everyday usefulness is Johnson's *Universal Cyclopedia*, of which the eighth and concluding volume has just been issued by D. Appleton & Co., of New York.

"A Monument of Art—the Congressional Library at Washington" is the title of an important article by Royal Cortissoz, with three full pages of illustration, in *Harper's Weekly* for December 28. Another interesting feature in the same number is the account of Commissioner Waring's proposed East Side Combined Pushcart Market and Children's Playground, with drawings by W. A. Rogers.

Ginn & Co. have published *Little Nature Studies for Little People*, revised edition, in two volumes: Volume I., *Primer and First Reader*; Volume II., *Second Reader and Third Reader*; edited from the Essays of John Burroughs, by Mary E. Burt. These are the only books ever edited for the first and second grades from the works of a standard author. A system of phonics is employed.

The young Norwegian explorer, Borchgrevink, writes for the January *Century* an account of "The First Landing on the Antarctic Continent." Borchgrevink was the first civilized man to set foot on this land, which is now the center of interest in geographical circles. The Norwegian is a gifted artist, and pictures from his pencil accompany the article. Gen. A. W. Greely furnishes an introduction.

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In a recent work called *The Hill Caves of Yucatan*, Henry C. Mercer has opened up a region quite new to literature. His search was for evidences of man's antiquity in the deposits of unexplored caverns; but he found much that interests unscientific readers as well.

Owen Hall, whose first long novel, *The Track of a Storm*, is having such a successful run, will shortly appear in his original rôle of short story writer in *Lippincott's Magazine*.

Interesting Notes.

Hallow E'en is the evening preceding Hallow-day, or All Saints' day, which is celebrated November 1, in honor of the conversion, in the seventh century, of the Pantheon at Rome into a Christian place of worship. Pope Boniface IV. dedicated this day to the Virgin and all the martyrs.

In the north of England it is sometimes called "aut-crack night" because nuts and apples are consumed in enormous quantities.

Apples are used in several ways on Hallow E'en, the two most popular being, perhaps, the attempting to take a bite out of an apple suspended by a string from the ceiling without touching it with the hands, and ducking for apples in a tub. The tub is full of water, the apples, with and without stems, floating temptingly on the top. It does not look as if it would be at all hard to pick up one with the teeth. But at the first attempt to seize it the tantalizing apple ducks its head under the water, only to show its blooming cheeks on the opposite side of the tub a moment later.

In Scotland the first ceremony of Hallow E'en is the pulling, by each of the young people, of a stalk of kale. Each must pull the first stalk he comes to in the garden. Its being big or little, short or tall, straight or crooked, will foretell the size, shape and height of the future husband or wife. The amount of earth that clings to the root is thought to indicate the fortune or dowry.

Children born on Hallow E'en are supposed to be able to see and converse with fairies, witches, and other supernatural beings.

MONROVIA CITY SCHOOLS.

Monrovia, Cal., July 17, 1895.

I can cheerfully testify to the merits of Frick's Electric Program Clocks, having used one of them since about the beginning of the present year. Besides signaling the classes in seven different rooms (each with its separate program), it acts like a charm in developing promptness, both among teachers and pupils, the latter being instructed to move when the clock calls, whether the teachers are through with them or not. I would not part with it for many times its cost if I could not get another to take its place. Truly yours,

J. H. STRINE, Prin.

President Monroe's famous message of 1823, containing the statement of the "Monroe Doctrine," has been published in full among the Old South Leaflets, being No. 56 of this invaluable series of historical documents. There was never a time when it was so important for our people to inform themselves as to just what President Monroe said and what he did not say, as at the present time; and the directors of the Old South work, Old South Meeting House, Boston, in placing this leaflet in the hands of the people at the merely nominal cost of five cents a copy, have rendered a public service. The leaflet, like all the Old South Leaflets, contains careful historical notes and references to the best literature of the subject.

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It is hardly possible to attempt a description of the various illustrations which brighten and make the history of the rise and growth of the Pope Company so thoroughly entertaining. There are views of the works and offices, cuts of wheels, tires, pedals, saddles, and etchings of the most graceful character scattered throughout in the most attractive and artistic manner, making it first-class in every respect. It is a catalogue that is well worth a place in the library of any collector, and may be obtained by calling upon the nearest Columbia agent, or it will be mailed by addressing the Publishing department of the Pope Manufacturing Company, Hartford, Conn., and enclosing two 2-cent stamps.

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A new line of Pullman's latest Compartment Sleeping Cars was inaugurated on Tuesday, January 7, on the Southern Railway's Piedmont Air Line Limited between New York and New Orleans, connecting with similar cars on the Southern Pacific "Sunset Limited." These cars will leave New York on every Tuesday and Saturday at 4.30 P. M., connecting at New Orleans with the Pacific Coast Flyer. These cars are most elegantly furnished and have two drawing-rooms and seven state-rooms. These rooms can be used separate or thrown into a suite or private apartment. The state-rooms are unsurpassable in completeness, private folding washstand, and all conveniences of most modern drawing-room cars.

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Education,	Boston, Mass.
Iowa Normal Monthly,	Dubuque, Iowa.
Michigan School Moderator,	Lansing, Mich.
Journal of Education,	Boston, Mass.
Northwestern Journal of Education,	Lincoln, Neb.
Ohio Educational Monthly,	Columbus, Ohio.
Primary Education,	Boston, Mass.
Popular Educator,	Boston, Mass.
Public School Journal,	Bloomington, Ill.
Pennsylvania School Journal,	Lancaster, Pa.
PRIMARY SCHOOL,	New York, N. Y.
School Review,	Hamilton, N. Y.
School Bulletin,	Syracuse, N. Y.
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